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ABSTRACT

The literacy strategies in this guide provide practical suggestions for teachers, regardless of discipline, to help middle school and high school students move to Levels III and IV on the North Carolina End-of-Grade Reading/Competency Tests. The strategies in the guide are designed for use with "inefficient" readers (not nonreaders). After an introduction, sections of the guide include: The Nature of Literacy; A Focus on Reading; Student Reactions to End-of-Grade Tests; End-of-Grade Testlets: Analysis; What Is Reading?; Strategies for Reading; Preparation-Engagement-Reflection; Scaffolding Reading Experiences; Prereading, Engagement, Reflection Activities for "Out of the Wild"; Instructional Activities: Prereading, Engagement, Reflection; Questioning for Comprehension; In the Classroom: Putting It All Together; Best Practices: Instructional Activities for Improved Reading; Working with Limited English Proficient Students: Strategies for Regular Classroom teachers; Students with Special Needs: Instructional Methods Teachers Can Use; and Metacognitive Strategies. Contains 51 references. (RS)

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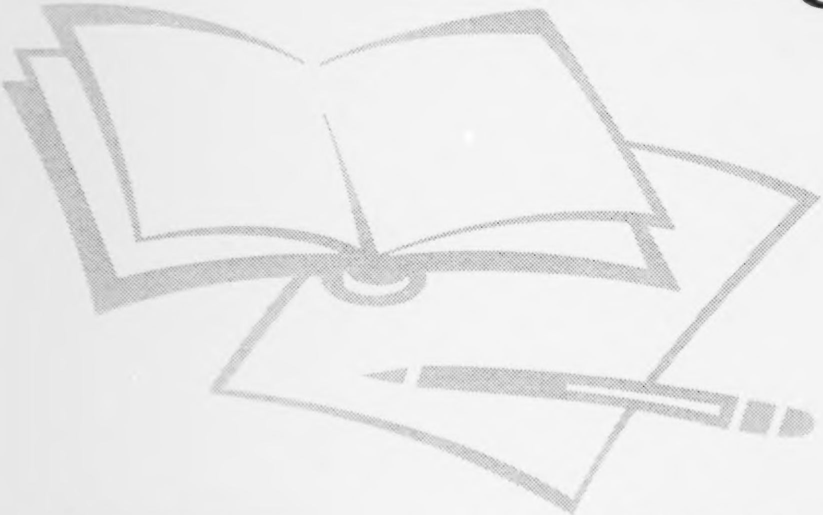
Literacy Strategies



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Introduction

Are there days when you feel that you need a life preserver tossed to you to keep you afloat in the sea of challenges you face every day as you work to make your students successful? Working with middle and high school students is challenging enough, but now you are faced with the task of helping many inefficient readers achieve Levels III and IV on the End-of-Grade Reading/Competency Tests. Don't despair! You are not alone. Helping students to become better readers is a challenge facing many middle and high school educators. *Literacy Strategies* is designed to provide practical suggestions for you and other teachers, regardless of discipline, to help students move to Levels III and IV on the End-of-Grade Reading/Competency Tests. As such, this publication is designed to assist teachers in all disciplines with inefficient readers; it is not designed for reading specialists who are assisting nonreaders.

The activities in this publication are designed as generic examples so that the strategies can be transferred across subject areas. Passages used are readily available from the *North Carolina Item Bank*. For information about the content of *Literacy Strategies*, please contact:

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The Nature of Literacy

The processes of reading and writing should be woven into all extended or significant learning; for example, in order to understand science or to think like a scientist, a person needs to be able to read and to write like a scientist. According to "Learning Through Language" by the National Council of Teachers of English:

"No matter what the subject, the people who read it, write it, talk it are the ones who learn it best."

In describing what this kind of classroom looks like, "Learning Through Language" gives these examples:

"Students learning new concepts and processes try to teach them to others, write a letter or journal entry explaining them, or make a list of what they do and do not understand.

"Students work together on a unit of study, talk with their peers, listen for areas of agreement and mutual understanding, negotiate joint goals and plans, read resource materials, prepare written notes for personal use and for sharing with others, jointly draft a group paper, and prepare oral presentations to share their learning with their class or other audiences.

"Students play an active role in choosing topics for study. Students may be reading different materials and pursuing their own questions and topics. They will also decide how to share what they are learning with their peers.

"Students maintain learning logs, ongoing journals in which they record frequent observations about their learning. . . . Periodically, students use these logs to look back at their learning over time, to discover what helped and hindered, and to develop more effective learning strategies and goals for the future.

"Students develop portfolios of their work, including essays, notes, completed homework, projects, drawings, lab reports, field notes, word problems, drawings, research data, proofs, graphs, tests, or selections from their learning logs. Periodically, students review and update the contents of their portfolios, and write about how these materials show what they have learned and what they want to pursue in the future."

Notice the emphasis in this description on what students are doing—reading, writing, speaking, thinking, researching, *learning*. These examples illustrate how literacy should be woven into the fabric of every discipline, every classroom.

A Focus on Reading

The current instructional emphasis on reading does not mean that reading should be taught or practiced in isolation. Rather, reading should be an important part of every discipline; the active classroom described on the preceding page is the perfect environment to foster reading comprehension and help students to prepare for the End-of-Grade Reading/Competency Tests. Although reading is a complex, holistic process (meaning that we should not be overly-focused upon subskills as we read), we can isolate and describe the reading comprehension processes which the End-of-Grade/Competency Test assesses. The following list gives the reading and thinking processes which the End-of-Grade/Competency Test asks students to engage in and an instructional suggestion for teaching or fostering that process.

The End-of-Grade Reading/Competency Test asks students to:

- **Identify metacognitive strategies.**

Suggestion:

Use a comprehension matrix to promote reflection.

Strategies I used			
Set purpose for reading			
Looked for organizational pattern			
Summarized			

- **Organize details.**

Suggestion:

Guide students as they read the introduction, bold print, topics, and conclusion of a selection. From this information alone, predict and outline the probable information. Revise outlines during (and after) reading.

- **Interpret information in reference material.**

Suggestion:

Read a selection from an encyclopedia or biography on a selected historical figure. Determine which information would be most interesting to classmates.

- **Paraphrase the main idea.**

Suggestion:

Use a graphic organizer to summarize main points and supporting details.

- **Determine mood, tone, purpose, style.**

Suggestion:

Compare two poems—one conventional, the other non conventional—in terms of word choice, structure, organization. Poems such as ee cummings' "in Just-" and James Whitcomb Riley's "When the Frost is on the Punkin" may be used. Note the differences in the authors' uses of spacing, spelling, capitalization, rhyme, unique usage, and arrangement of lines on the page. Evaluate the effectiveness of each poet's style.

- **Define unknown vocabulary words by examining context.**

Suggestion:

Read the entire sentence; examine any prefixes or suffixes; make a prediction or "Best Guess"; underline or write any "clues" that would support your guess; look up the word in the dictionary and check your prediction.

- **Determine the elements of fiction (plot, setting, conflict, characterization, etc.).**

Suggestion:

Use a story map to graph the elements of the story; then use the same story-map format to plan and write an original story.

- **Draw conclusions (make inferences) from information that is both explicit and implicit in the text.**

Suggestion:

Ask students to keep a "Search Log" in which they make an inference about a character and then support that conclusion by referencing the text using direct (explicit) evidence and indirect (implicit) evidence from the text.

- **Critically analyze and evaluate text.**

Suggestion:

Reciprocal teaching helps student develop a constructivist, process-oriented approach to comprehension. Initially, the teacher models each phase of the strategy by providing feedback and encouragement. Gradually, students become independent as they work in triads or small groups.

After completing an activity, use strategies such as:

- Summarize the paragraph or assignment in a sentence
- Generate a question about the material
- Ask for clarity if anything is unclear
- Make a prediction about what will happen next (Palinscar, 1986).

In journals, note key concepts, quotes, ideas or questions generated through activities.

In the middle of a particularly rich class discussion, write one, two, or three sentences that tell what has been learned from the discussion. Also, write one question to be asked when the discussion resumes.

Summarize a book, article, story, film, or event to clarify personal understanding by:

- Scanning text
- Determining main/less important ideas
- Creating new text which stands for the original.

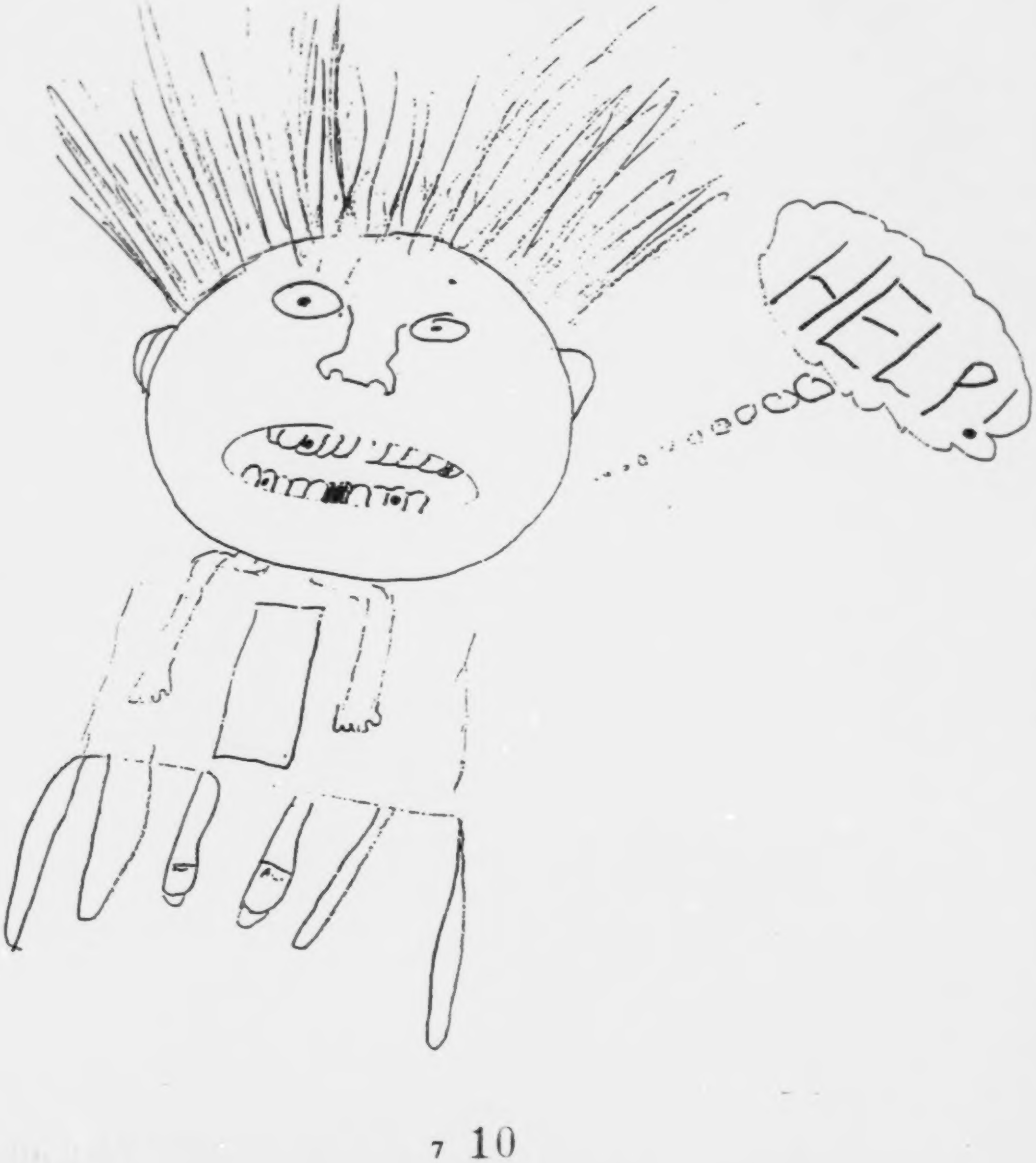
- **Read and interpret different genres.**

Suggestion:

Include a variety of types of texts and genres in your curriculum and focus on characteristics of each genre. See the charts on page 54 as examples.

Student Reactions to End-of-Grade Tests

The following responses indicate what these students thought and/or felt about the End-of-Grade Test which they had just completed.



What Like about this test when
it was over. Because it was borning
and dum. Its hard and new. You write
I like other test better. It dignt make
feel smart. And test make feel good
May be little easy maybe so we can
under stand the better

I think the test would
be alright if you were a genious
and knew all these things. I am
acidemically gifted and I still had
trouble. Personally I think the
C.A.T. Test Is easier, I don't mind
working longer but at least I'll have
a better chance of scoring higher.

The test is often considered frustrating because the student cannot merely look for answers that are explicit in the text. Rather, the questions ask the students to engage in complex, comprehensive reading and thinking.

End-of-Grade Testlets: An Analysis

It is important not to "teach the test" but rather to teach the complex reading and thinking processes that students need to perform well on the test. Analyzing and using testlets can be very helpful in this process.

Testlets include *reading passages, questions, answer keys,* and *open-ended questions.*

Testlet passages include literature (short stories, poems, and essays), informational selections in content areas (social studies, science, art, health, and mathematics), and consumer and practical selections (pamphlets, recipes, and projects).

The questions following each passage generally are aimed at comprehension.

Answer keys have the following features:

- Test Form: Categorized by EA for the Easy form, MA for the Medium form, and HA for the Hard form.
- Obj. No: Categorized by the goal and objective in the English Language Arts Curriculum.
- Thinking Skill: Categorized by Marzano's Thinking Skills: *knowledge, organizing, analyzing, applying, generating, integrating,* and *evaluating.*

The following pages contain testlets (with reading passages, questions, answer keys, and open-ended questions) preceded by an analysis of at least two questions that illustrate the reading process which the testlets assess. See pages 3 – 5 for the complete list of processes in which the End-of-Grade/Competency Test asks students to engage in.

"Fourth of July Strawberry Soup"

The following analysis of questions on testlet passages demonstrates the complex reading and thinking that students are asked to do on the End-of-Grade Test. The explanation that gives the reasons why the answer in bold type is the best answer should be indicative of classroom dialogue. Testlets should be used for instructional purposes, not merely drill and skill.

"Fourth of July Strawberry Soup"

2. If you needed to make "Fourth of July Strawberry Soup" for yourself, how much blueberries would you need?

A. 1 tablespoon

B. 2 tablespoons

C. 3 tablespoons

D. 4 tablespoons

This question asks the student to **interpret information in reference material.** If the original recipe calls for 3 tablespoons of blueberries and serves 3 people, students should be able to conclude that a recipe for 1 person would call for 1 tablespoon.

5. If you wanted to prepare this recipe for six people instead of three, what information would be least important?

A. the nutritional information

B. the amount of strawberries

C. the general directions

D. the equipment needed

This question asks students to **engage in metacognition** in that they must ask themselves what kinds of information would they need for this specific purpose, preparing a recipe. While nutritional information is important for other purposes, it is not necessary to prepare the recipe; in contrast, the amount of strawberries needed, the directions, and the equipment needed are necessary pieces of information. Students who use effective metacognitive strategies ask themselves questions such as "What do I need to know? What do I know? What do I need to find out?"

Many people have cookouts on July 4. The following recipe will help you make a red, white, and blue treat suitable for the holiday.

Fourth of July Strawberry Soup

Skill Level: Beginner Serves 3

INGREDIENTS

1 pint strawberries, washed and hulled
3 tablespoons partially frozen apple juice concentrate
1/3 cup plain low-fat yogurt
2/3 cup low-fat (2%) milk
1 teaspoon sugar
3 tablespoons fresh blueberries (garnish)

EQUIPMENT

blender or food processor
measuring spoons
dry measuring cups
liquid measuring cup
rubber spatula
storage container cup

1. Puree half the strawberries in a blender or food processor. Add remaining strawberries and puree.
2. Add apple juice concentrate, yogurt, milk, and sugar to strawberries. Process until just blended, 10 to 30 seconds.
3. Transfer to storage container, then cover and chill several hours or overnight.
4. Pour into serving cups or bowls, and garnish with blueberries.

NUTRITIONAL INFORMATION

Calories per serving	108	Fiber	0.7 g
Carbohydrate	20 g	Vitamin A	163 IU
Protein	4 g	Vitamin	59 mg
Total fat	2 g	Calcium	141 mg
Saturated fat	0.9 g	Sodium	53 mg
Cholestrol	6 mg	Iron	0.6 mg

"Fourth of July Strawberry Soup" from *Young Chef's Nutrition Guide and Cookbook* by Carolyn E. Moore, Ph.D., R.D., Mimi Kerr, and Robert Shulman, M.D. Copyright 1990 by Barron's Educational Series, Inc. Reprinted by permission of Barron's Educational Series, Inc., Hauppauge, New York.

1. In this recipe, what is the purpose of the blueberries?

   A. to increase the calories per serving of the soup

   B. to substitute for the strawberries

   C. to have something solid in the soup

   D. to add color and decoration to the top of the soup

2. If you needed to make "Fourth of July Strawberry Soup" for yourself, how much blueberries would you need?

   A. 1 tablespoon

   B. 2 tablespoon

   C. 3 tablespoon

   D. 4 tablespoon

3. Based on the information provided in this recipe, why is it important that some source of electricity be available?

   A. The nutritional information is provided.

   B. Several pieces of measuring equipment are needed.

   C. A blender or food processor is needed.

   D. Sugar is required in the recipe.

4. *About* how long should you process the first five ingredients?

   A. 5 seconds

   B. 15 seconds

   C. 10 minutes

   D. 30 minutes

5. If you wanted to prepare this recipe for six people instead of three, what information would be *least* important?

   A. the nutritional information

   B. the amount of strawberries

   C. the general directions

   D. the equipment needed

Reading: "Fourth of July Strawberry Soup"

Item No.	TestForm	TestFormItem	Objnum	PsgNum	Thinking Skill	Correct Answer
50735	MA1	@@@ 1.	@2.1	&5530	Applying	D
50295	MA1	@@@ 2.	@2.3	&5530	Applying	A
50215	MA1	@@@ 3.	@2.2	&5530	Analyzing	C
50095	MA1	@@@ 4.	@2.1	&5530	Knowledge	B
50473	MA1	@@@ 5.	@3.1	&5530	Evaluating	A

"America's Illegal Mint"

18. What does the passage mean when it says that the settlers in the Massachusetts Colony were "self-sufficient"?

A. They were forming an independent government.

B. They were not depending on England for supplies.

C. They wanted everything for themselves.

D. They gave freely to the poor.

This question asks students to **draw a conclusion which is implicit, not explicit, in the text.** The text says that "It was cheaper and easier to buy products that were produced locally" and that "When they (the settlers) were finally able to export goods to England, the English leaders demanded that the Colonists be paid with goods rather than cash."

From these two statements, the student can conclude that although the colonists did export goods to England, they were better off buying local products than importing goods from England. This would indicate that they were self-sufficient—or able to get along without the help of England.

19. Which of the following is a synonym for bartering?

A. buying

B. selling

C. trading

D. redeeming

This question asks students to **define unknown vocabulary words by examining context.** The text says that barter was a confusing way to do business because "Just about anything could be used that the seller was willing to accept. Livestock, grain, animal pelts, and bullets were common **trading** items." Since the student knows that the colonist had little money, he/she should figure out from the context that bartering is trading.

20. Why might someone prefer to barter for grain rather than pelts?

A. He or she might have livestock to feed.

B. Grain is more expensive.

C. Grain is easier to weigh and measure.

D. Killing animals for their pelts is cruel.

This question asks students to **draw a conclusion from information which is implicit in the text.** The student knows that "anything could be used that the seller was willing to accept" and can infer that someone would barter for grain rather than for pelts because they would be more willing to accept them. The student now needs to engage in experience-based comprehension, deriving the answer from previous knowledge and experience. While most text-implicit questions ask students to read between the lines, an experienced-based question asks students to read beyond the lines.

In answering this question, the student would probably eliminate answers B (if grain were more expensive, less grain could simply be bartered) and C (grain is not easier to weigh than pelts are to count). While D could be a concern, the student should be able to draw the conclusion that wanting or needing a product (A) would probably be more important to a colonist living in an undeveloped wilderness than the concern over killing of animals for their pelts.

21. The colonists wanted their own coins primarily to do which of the following?

A. to buy freedom from England

b. to establish their own identity

C. to employ workers in a mine

D. to end the confusion of bartering

This question asks students to **draw a conclusion from information which is explicit in the text.** The text explicitly states, "The Colonists, however, grew tired of barter. To them, it was a confusing way of doing business." In contrast to experienced-based questions which ask students to read beyond the lines and text-implicit questions which ask students to read between the lines, text-explicit questions merely ask students to read the lines.

America's Illegal Mint

by Julia F. Lieser

An illegal mint in America? Surely not today, but what about long ago in an American colony? Read the following passage to find the answers.

The year was 1652, and the American Colonists were in a dilemma. Thirty-two years after the first Puritans landed on the Massachusetts shore, the settlers were becoming self-sufficient. It was cheaper and easier to buy products that were produced locally, but buyers were hampered by their lack of money.

The settlers who came to America brought little or no money with them on the long voyage from England. When they were finally able to export goods to England, the English leaders demanded that the Colonists be paid with goods rather than cash.

The Colonists, however, grew tired of barter. To them, it was a confusing way of doing business. Just about anything could be used that the seller was willing to accept. Livestock, grain, animal pelts, and bullets were common trading items. Sometimes, Indian wampum was accepted.

To keep the Colonies in subjection, England passed a law making it illegal to send coins to the Colonies. The Colonists were outraged by England's attitude. They finally decided they had had enough. They wanted money, and if England would not let them have any, they would make their own. In defiance of English laws, the Great and General Council of Massachusetts passed a law on May 27, 1652, setting up a mint to produce coins.

John Hull, a silversmith, was named as the maker of the coins. He was provided with a building and the tools necessary to melt, refine, and strike coins. For this, he would receive one shilling out of every twenty he coined. This was a more than ample fee, and the council later tried to change it, but Hull refused.

The first coins were made hurriedly. The extremely crude, irregular disks of silver were stamped on one side with NE, for New England, and on the other with the Roman numeral XII. Shortly thereafter, some unscrupulous Colonists discovered that these early coins could be altered easily by clipping or filing the edges of the coin. This slightly reduced the weight of the coin without damaging the markings, and the silver residue was collected and then sold.

The council altered the original law five months later to make tree pieces: the oak tree, pine tree, and willow tree shillings. Now the design filled both sides of the coin, making it impossible to be clipped without detection. These coins were produced by Hull and his partner, Robert Sanderson, for thirty years. But they all carried the same date – 1652. If the authorities in England threatened them with punishment, they could always claim that no new money was being coined.

When the first coins were issued, Enland was busy with internal strife and paid little attention to what the Colonies were doing. Ten years later, in 1662, the situation had settled down, and King Charles II was established on the throne. The king became aware of happenings in America that he needed to know more about. He called in a trusted advisor, Sir Thomas Temple, who also happened to be a friend of the Colonists.

Temple, however, was not truthful in his interview. He told the king that the Colonists were a simple folk who would not knowingly defy the crown and further that they were ignorant of the laws of England. He said the oak tree coin symbolized the Royal Oak and was so designed in the king's honor. (During the Civil War in England, Charles had fled, climbed an oak tree, and concealing himself in its branches, had saved his life.) Pleased and touched by this supposed honor, Charles did nothing until about 1682, when he stopped the illegal coinage.

From *Cobblestone's* September, 1985 issue: *A Look Inside the U.S. Mint,* © 1985, Cobblestone Publishing, Inc., 7 School St., Petersburg, NH 03458. Reprinted by permission of the publisher. (Introductory sentences not part of text.)

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    D. Killing animals for their pelts is cruel.

21. The colonists wanted their own coins primarily to do which of the following?

A. to buy their freedom from England

B. to establish their own identity

C. to employ workers in a mint

D. to end the confusion of bartering

22. When the Great and General Council appointed John Hull to make coins, what mistake did they make?

A. They provided a building and tools.

B. They promised him too high a fee.

C. John Hull was unable to work with metals.

D. John Hull made poor copies of British coins.

23. Why did all the Colonial coins carry the same date?

A. 1652 was the only year coins were produced.

B. Hull didn't want to change the coin mold.

C. Making coins was not illegal that year.

D. The makers wanted to reduce their risk of punishment.

24. Why didn't England address the problem of the illegal mint right away?

A. England didn't want to know about it.

B. England was too busy with other matters.

C. Massachusetts used the coins to pay taxes to England.

D. Massachusetts had been given permission by an earlier king.

25. Explain what makes the barter system so hard to use.

26. Explain how some people dishonestly took advantage of the first coins.

27. What personality characteristics did Charles II have which made it easy for him to be fooled?

Reading: "America's Illegal Mint"

Item No.	TestForm	TestFormItem	Objnum	PsgNum	Thinking Skill	Corect Answer
@@@102646	EA2	@@@ 18.	@2.2	&18703	Analyzing	B
@@@102647	EA2	@@@ 19.	@2.1	&18703	Generating	C
@@@102648	EA2	@@@ 20.	@2.2	&18703	Generating	A
@@@102649	EA2	@@@ 21.	@2.2	&18703	Analyzing	D
@@@102650	EA2	@@@ 22.	@2.2	&18703	Analyzing	B
@@@102651	EA2	@@@23.	@2.1	&18703	Knowledge	D
@@@102652	EA2	@@@24.	@2.1	&18703	Knowledge	B
@@@102653	EA2	@@@25.	@2.3	&18703	Generating	SR-4
@@@102654	EA2	@@@26.	@2.1	&18703	Analyzing	SR-4
@@@102655	EA2	@@@27.	@2.3	&18703	Generating	SR-4

"Full Circle"

14. What is the setting of this story?

A. the planet Earth in the distant future

B. an alien space station in the near future

C. an imaginary planet in the past

D. an imaginary planet in the present

This question asks students to **determine one of the elements of fiction, setting**. The most important clue in figuring out the setting in this story comes from when the action takes place—the year 20,362, which eliminates B ("in the near future"), C ("in the past"), and D ("in the present''). Setting is one of the important **characteristics of the genre**, the short story.

19. What idea does this story show best?

A. hope for the future

B. love of humanity

C. fear of technology

D. reward of hard work

This question asks students to **consider the author's purpose**, **paraphrase the main idea,** and **analyze critically and evaluate text.**

The first clue which the student has about the author's purpose and the main idea of the story is given in the italicized introduction: "In this book, the author posed a question that has been at the heart of science fiction ever since—who will ultimately prevail, humankind or its creations?" If the student reads the story with this overarching question in mind, he/she will more easily understand that the story is describing how robots are creating humans, an ironic twist to the common assumption that humans create robots. In this story robots have supplanted their human creators and now rule. The last sentence, "But a few, seeing what Robot had created, felt a touch of fear" alerts the reader to the irony behind the robots' fear of their creation, the humanoid.

Full Circle

by H. B. Hickey

Many people who study the history of science fiction believe that the first "real" sf novel was Mary Shelley's masterpiece, Frankenstein, first published in 1818. In this book, the author posed a question that has been at the heart of science fiction ever since – who will ultimately prevail, humankind or its creations? H. B. Hickey's story takes what Shelley began to perhaps its logical end – and then back to a new beginning?

"ATTENTION!"

From a thousand speakers, strategically placed, the voice came like a crash of thunder.

"Attention! Stop work!"

With a sound like earthquakes rumbling and mountains falling and the sweep of tidal waves, the machines ground to a halt. The vats ceased their bubbling and the tubes went dark.

In all the immensity of the factory, mile upon mile of sunlit vastness, there was no sound. A hundred feet high and a thousand feet long, machines reared up, waiting. In the vats, a million gallons to each, the liquids lay in flawless crimson sheets.

"An important announcement!" the voice thundered. "Final tests on the '63 model have been completed!"

Still silence, but now a waiting, wondering silence.

"Success!" the voice said. "Our fondest hopes have been exceeded!"

Pandemonium. Metal ringing on metal, multiplied a thousand, a million, a million million times, ringing and clashing and echoing until at last the echoes faded away.

"Yes," the voice said, and somewhat hushed now. "Success. In the year 20,362 we have achieved it.

"Without fear of exaggeration we may say that not since the dawn of time, not since that legendary and unrecorded day when we ourselves were created, has there been anything like the '63 model.

"You will soon have the complete story, but for the moment these few facts will suffice: the '63 model will require no servicing! It will run efficiently on almost any fuel available! It is self-repairing! It will adjust automatically to an unbelievable range of temperature changes!"

Again pandemonium. And finally the voice again, rising above all other sounds.

"It is hardly necessary to add that production is high enough so that the '63 model will be available to all."

"And now – everything is ready, blueprints and materials are being fed to the machines. Back to work!"

In the factory the crimson liquids bubbled in the vats and surged through the pipes and were pierced by lightning bolts from the great vacuum tubes. Through the machines and the presses the solids flowed and were rolled and beaten and powdered. And there were all the gases necessary.

Oxygen and hydrogen and chlorine and cobalt and copper and iron and calcium and phosphorus and sodium and potassium; they combined and united and divided and were shattered and remade by millions of volts of artificial lightning.

And the machines roared and thundered and rumbled, and the sound was like the day of Creation.

And in Control there was no noise but equal activity. Here a green light indicated what a worker could not see, that Press X-B was rolling the surfacing too thin by a molecule layer. There an orange glow indicated a drop of a millionth of a degree in the temperature of Vat Q-9.

The words went out from Control. "Worker RR-7, up a millionth. Worker V-2, pressure up a micro-volt."

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For nothing must go wrong. The '63 model must be perfection.

And in Distribution there was the clatter of smaller machines and the sound of words and words and words. The news must go out. Through all possible channels the news of the '63 model must be distributed.

Everyone must know so that everyone might be prepared.

AT LAST! MODEL '63!

SEE IT! HEAR IT! TEST IT!

NO HOME COMPLETE WITHOUT ONE!

So the news went out. For the first time, within the reach of all!

Perfection.

The '63 model. Perfection. The ultimate. Able to do anything and everything better than it had ever been done before.

Perfection.

Self-servicing, self-fueling, self-directing!

Unbelievable, but true! No machine, no robot even, could do what the '63 model could do.

Out of the thunder of Production and the precision of Control and the Channels of Distribution the '63 model came. By the hundreds, the thousands, the millions, they poured out and were tested and lined up and carted away.

And to the showrooms of the world the robots came, in the year 20,362, to stand alone and in groups with their great metal bodies gleaming and their metallic voices hushed, to see the product of the Factory, the '63 model.

Unbelievable that skin so thin and soft could be so durable, that eyes so weak and watery could see so well, that a brain of such inferior materials could function.

But there it was, the '63 model, the Humanoid, and it postured and walked and talked, was truly everything it was claimed to be.

And the signs told the most unbelievable thing of all: that the '63 model could reproduce itself!

By the millions the robots came and saw and marveled at this thing that Robot had made. By the millions they took away with them the '63 model and wondered afresh at the genius of Robot.

But a few, seeing what Robot had created, felt a touch of fear.

From *Those Amazing Electronic Thinking Machines.* Copyright 1983. Used by permission of Forrest J. Ackerman.

13. Why is the word "ATTENTION" written in capital letters at the beginning of the story?

    A. Because it is the first word in the story.

    B. Because it is meant to sound very loud.

    C. Because it is meant to be a warning.

    D. Because it is part of a direct quotation.

14. What us the setting of this story?

    A. the planet Earth in the distant future.

    B. an alien space station in the near future.

    C. an imaginary planet in the past

    D. an imaginary planet in the present

15. What are the *main* characters in this story?

A. machines

B. humans

C. aliens

D. robots

16. In paragraphs 9 and 13 of this story, the word "pandemonium" is used to suggest which of the following?

A. tremendous fear

B. noisy celebration

C. terrible confusion

D. angry protest

17. How does the author make the ending of the story a surprise?

A. through references to the bubbling crimson liquids

B. by not revealing the date of the story at the beginning

C. through references to artificial lightning bolts

D. by not revealing who the workers are until nearly the end

18. What do the "few" fear at the end of the story?

A. that they will not be able to afford the '63 model

B. that the '63 model will not work as expected

C. that the '63 model will take over the world

D. that the stores will soon run out of the '63 model

19. What idea does this story show *best*?

A. hope for the future

B. love of humanity

C. fear of technology

D. reward of hard work

20. Why is the story called “Full Circle”? Please use evidence from the story and your own prior knowledge to support your opinion.

21. How does the author foreshadow the idea that the ’63 model is human? Please discuss specific details that serve as hints.

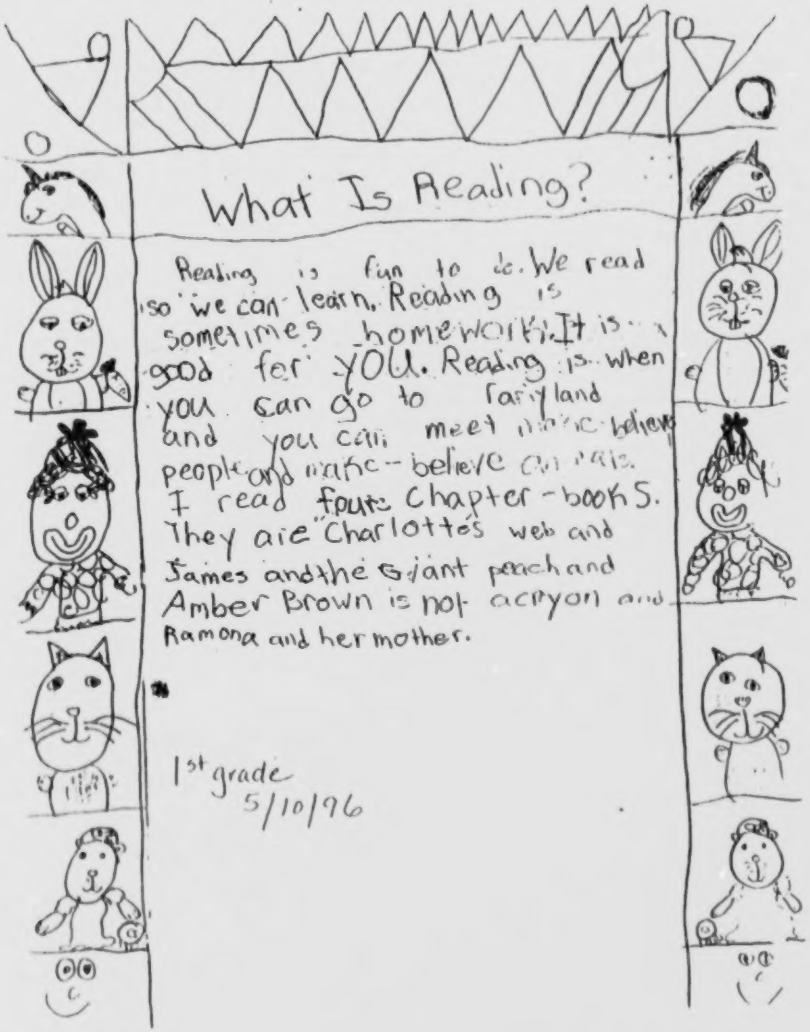
Reading: “Full Circle”

Item No.	TestForm	TestFormItem	Objnum	PsgNum	Thinking Skill	Corect Answer
@@@103222	EA1	@@@ 13.	@3.3	&18155	Analyzing	B
@@@103223	EA1	@@@ 14.	@2.3	&18155	Analyzing	A
@@@103225	EA1	@@@ 15.	@2.2	&18155	Analyzing	D
@@@103224	EA1	@@@ 16.	@2.1	&18155	Analyzing	B
@@@103226	EA1	@@@ 17.	@3.3	&18155	Integrating	D
@@@103227	EA1	@@@18.	@2.3	&18155	Analyzing	C
@@@103228	EA1	@@@19.	@2.3	&18155	Evaluating	C
@@@103229	EA1	@@@20.	@2.3	&18155	Integrating	SR-4
@@@103230	EA1	@@@21.	@3.3	&18155	Analyzing	SR-4

What Is Reading?

The way we as teachers define reading has an impact on the way we assign reading, the reading strategies we teach to our students, and the questions we ask students about what they've read. What students feel about reading and what students think reading is are heavily influenced by the way we define/approach reading.

Often times we do not consciously think about what we do as we read or what reading is. The following definitions of reading were written by North Carolina students. What do you notice about the definitions of first graders? Middle school students? High school students?



What Is Reading?

Reading is fun to do. We read so we can learn. Reading is sometimes homework. It is good for YOU. Reading is when you can go to fariyland and you can meet make believe people and make-believe animals. I read four chapter-books. They are "Charlotte's web and James and the Giant peach and Amber Brown is not a crayon and Ramona and her mother.

1st grade
5/10/96

1st Grade
5/10/96

what Is Reading?

Reading gives me ideas to do a project. Reading is better then watching t.v. Reading is learing. Reading is telling me how to spell words. Some reading has nice pictures. When I grow up I want to be a farmer. I will be able to read magasines about tractors. Reading is fun.

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Grade 6
5-7-96

What is Reading?

Reading is something I hardly ever do. The only thing I ever read is Fishing, Hunting, & Farming catalogs. I also read Fishing, Hunting, & Farming magazines. I consider reading anything other then Fishing, Hunting, & Farming catalogs & magazines well... boring. I think there be a catalog & magazine class. I think reading class is a waste of time. Classes could be going going to the Computer Lab to work on prodjects & assingments. This would great.

7th Grade
May. 7, 96

Reading is a way to express your feelings. Reading opens the doors to many new, people, places, and experiences. Anyone can read lines, but in order to really read you need to know how to interpert what you're reading. This is what reading is to me.

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11th grade
5-2[illegible]-96

I think reading is when you explore the diffent options of the mind that you have. With reading you can explore many new places and things, and do whatever you want. All you need to do is let you imagination take you away into a far away place where you will be happy and satisfied with yourself.

May 21, 1996
11th grade

Reading is when you look at a group of words, writen by someone. You also read and comprerend [illegible] the meaning of the group of words that your eyis looked at going from left to write.

[redacted]

5 -21 - 96
12th grade

Reading is the ability to understand the [illegible] [illegible] a context of a text and the ability to pronounce words properly.

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Strategies for Reading

Note, for example, that the definitions of the younger children are longer, more elaborate, more imaginative, and show more ownership with the time they took to draw pictures to illustrate their ideas. Note also that for some students reading involves both comprehension and pronunciation or "calling words." While some students enjoy reading, others do not.

Students' definitions of reading—and thus the way that they read—reflect how they have been taught and what they have seen modeled. If, for example, students believe that reading involves only a literal interpretation of what is explicitly stated, their purpose, their strategies, and their comprehension will be focused only on the literal meaning of the text. Students who expect to read for implication and interpretation, however, will approach text, strategize, monitor, and comprehend quite differently.

The End-of-Grade Reading Tests are based on a definition of reading that involves complex, comprehensive thinking and interpretation. Because many students have not internalized and practiced this kind of reading, they find the test questions frustrating. The purpose of this publication is not to encourage teachers to "teach the test" but rather to teach the complex reading and thinking processes that students need to perform well on the test.

Before considering how to teach reading strategies to students, we need to understand and acknowledge the strategies *we* use as readers in order to model efficient reading, reflection, and metacognition.

Reflect on the reading strategies you use as a reader. Consider what you do before you begin to read. Do you, for example, think about your purpose for reading – such as reading for specific information or reading for entertainment? Consider what you do as you read. For example, do you ask yourself questions about what you are reading? Consider what you do after you have completed reading. Do you, for example, summarize the main points of what you have read? Below, list as many of these strategies as you can.

My Strategies

Now compare your strategies with the chart on the following page. This chart shows clearly and precisely the kinds of strategies used by mature readers and those used by immature readers.

Part of strong instruction in reading is to make students aware of the kinds of strategies they should be using, model good strategies for them, and give them opportunity to practice and monitor those strategies.

Comparing Good and Poor Readers

MATURE READERS		IMMATURE READERS
Activate prior knowledge Understand task and set purpose Choose appropriate strategies	Before Reading	Start without preparation Read without knowing why Read without strategy
Focus attention Monitor comprehension by knowing when comprehension occurs and what is being understood Anticipate and predict Use contextual analysis to understand new terms Organize and integrate information	During Reading	Are easily distracted Do not know when they do or do not understand Read to finish Do not recognize important vocabulary Add on, rather than integrate information
Reflect on what was read Seek additional information from outside sources Feel success is a result of effort	After Reading	Stop reading and thinking

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Preparation – Engagement – Reflection

Good readers are strategic readers; they make sense of what they are reading by adapting the strategies they use according to their purpose in reading, the complexity of the text, and their familiarity with the topic. They expect to make inferences and interpret what they are reading; they know to connect the text to their own experiences and lives. Strategic readers exercise control over their reading. They analyze, plan, monitor, and regulate their reading, choosing different strategies according to the demands of the task and the text. They understand a variety of strategies, as well as when and how to apply them.

Generally, reading strategies can be categorized by those that readers use before reading, while reading, and after reading. The following list of strategies is followed by suggested instructional activities.

Before Reading (Preparation)

- Set or identify purpose.
- Activate background knowledge.
- Pre-view by skimming, looking at titles, subtitles, pictures, charts, sections of text, etc.
- Identify the type of selection and review the characteristics of that genre.
- Predict what the selection will be about.
- Consider the author—what do you know about him/her? What is his/her point of view?

Instructional Activities for Prereading

- *Ask for oral and/or written predictions on what will be read.*
- *To activate prior knowledge, use a free-write (where students write for a few minutes on whatever comes to mind) or a K-W-L chart.*

K *what do you already KNOW about this topic?*	*W* *WHAT are your questions?*	*L* *what have you LEARNED?*

- *Identify or ask students to identify the purpose in reading and the type of text.*
- *Brainstorm what the class knows about the type of text (for example, narrative, expository, etc.).*

- *Read about the author and discuss why she/he would write about this topic and if the reader should expect him or her to have any biases.*

- *Preview the text with students, asking specifically about titles, pictures, charts.*

- *Instruct students on the main organizational pattern of the text and what to look for. For example, "Look for three main ideas as you read 'Out of the Wild'—*

1) HOW wolves may have first been domesticated
2) WHY people probably began domesticating animals
3) WHAT most pets have in common."

- *Make sure that students are reading various types of text for different purposes.*

During Reading

- Find categories and large ideas.
- Focus and refocus attention.
- Monitor comprehension by knowing what you understand and what is confusing.
- Anticipate and predict; check predictions.
- Organize and integrate information; make connections.
- Use context clues to figure out vocabulary.
- Reread to clarify confusing portions.
- Generate questions about the text.
- Clarify ideas and relationships.
- Visualize: What does the scene or the characters look like? Include sounds, smells, textures.
- Adjust reading speed and strategies according to text difficulty and characteristics.
- Read on, looking for patterns, information, or clarity.
- Make personal connections, relate text to personal experiences.
- Notice what you do and do not find interesting about the text.
- Notice syntax of sentences and the impact on comprehension.
- Underline or take notes.

Instructional Activities for Reading

- *Ask students to keep a reading log in which they stop periodically and jot down questions, comments, reactions to their reading.*

- *Demonstrate to students (on the board or on a transparency) how to underline, take notes, or mark text efficiently, and make sure that students periodically read text that they can mark on, color, or underline.*

- *Guide students into text by reading parts of it aloud, stopping to ask questions about predictions, prior knowledge, how to figure out vocabulary words from context, organizational patterns of the text, and personal connections or experiences. Model or ask students to model good strategies for engagement in reading; after you are sure that students have the necessary background and "framework" for continuing to read the text, require silent reading to complete the passage.*

- *Use an activity such as a "Word Search" on page 73 to help students figure out vocabulary in context.*

After Reading (Reflection)

- Talk about or write about some aspect of what you read.
- Check predictions.
- Reflect on the major ideas of the text.
- Seek additional information from outside sources.
- Summarize to check comprehension
- Reread parts, if necessary.
- Reflect on the effectiveness of reading strategies.
- Evaluate the text.

Suggested Instructional Activities to Help Students Learn How to Reflect Upon Text They Have Read

- *Ask students to write a personal response for at least five minutes, choosing one of several open-ended questions such as "How did this work make you feel?"*
- *Ask students to fill out or construct a graphic organizer showing the main ideas and relationships in the text.*
- *Students can fill out a Comprehension Matrix, listing or checking the reading strategies they used.*
- *Ask students to generate a list of criteria for evaluation and then evaluate the text.*
- *Have students write a summary and then critique each other's work for clarity, conciseness, and accuracy.*
- *Students should generate a list of questions which the text caused them to ask.*
- *Ask students to write a paragraph in which they describe what they predicted about the text as they began to read, as they were about half-way through, and as they completed the text. How did those predictions change and why?*

Scaffolding Reading Experiences

In order to understand how important it is to the readers' comprehension to have a "scaffold," "framework," or "schema," we need to experience how lost a reader can be without such a framework to provide a picture.

Read the following paragraph, trying to construct your own "picture":

If the balloon popped, the sound wouldn't be able to carry since everything would be too far away from the correct floor. A closed window would also prevent the sound from carrying, since most buildings tend to be well insulated. Since the whole operation depends upon a steady flow of electricity, a break in the middle of the wire would also cause problems. Of course, the fellow could shout, but the human voice is not loud enough to carry that far. An additional problem is that a string could break on the instrument. Then there could be no accompaniment to the message. It is clear that the best situation would involve less distance. Then there would be fewer potential problems. With face-to-face contact, the least number of things could go wrong.

Bransford, J.C., and Johnson, M.K. Contextual prerequisites for understanding: Some investigations of comprehension and recall. Journal of Verbal Learning and Verbal Behavior, 1972, 11, 717-726. (Journal of Verbal Learning and Verbal Behavior no longer in print.)

Many students read assigned text in the same way we read the preceding paragraph; the individual words are familiar but there is no real comprehension.

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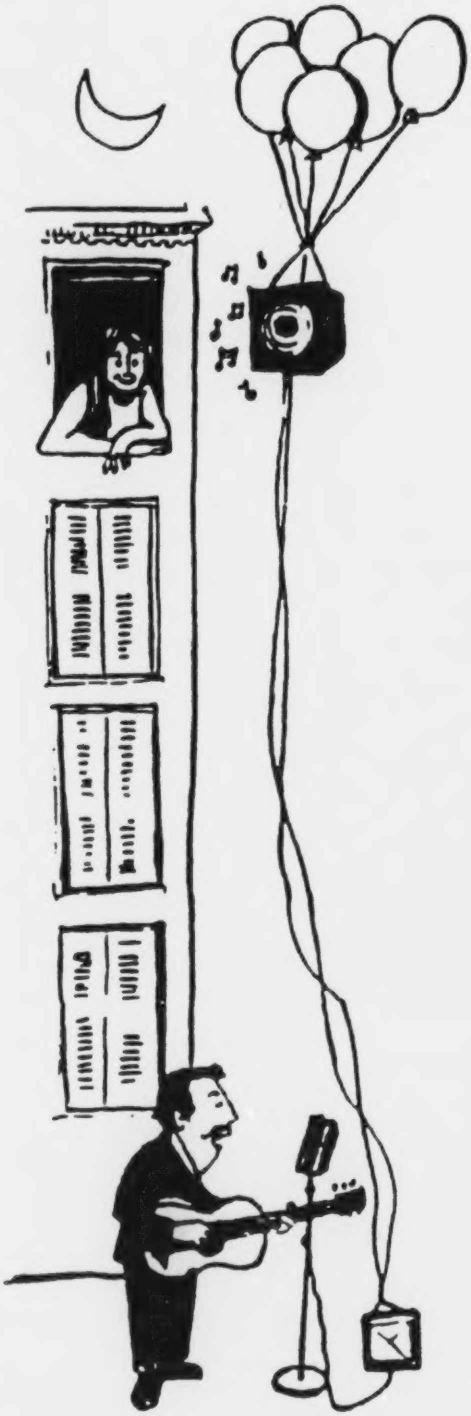
Now reread the same paragraph, with the accompanying picture. Clearly, the picture makes the paragraph more comprehensible. The scaffolding which we can provide for students – in particular the prereading, engagement, and postreading excercises and activities provided in the next section – supports student comprehension in the same way.

If the balloon popped, the sound wouldn't be able to carry since everything would be too far away from the correct floor. A closed window would also prevent the sound from carrying, since most buildings tend to be well insulated. Since the whole operation depends upon a steady flow of electricity, a break in the middle of the wire would also cause problems. Of course, the fellow could shout, but the human voice is not loud enough to carry that far. An additional problem is that a string could break on the instrument. Then there could be no accompaniment to the message. It is clear that the best situation would involve less distance. Then there would be fewer potential problems. With face to face contact, the least number of things could go wrong.



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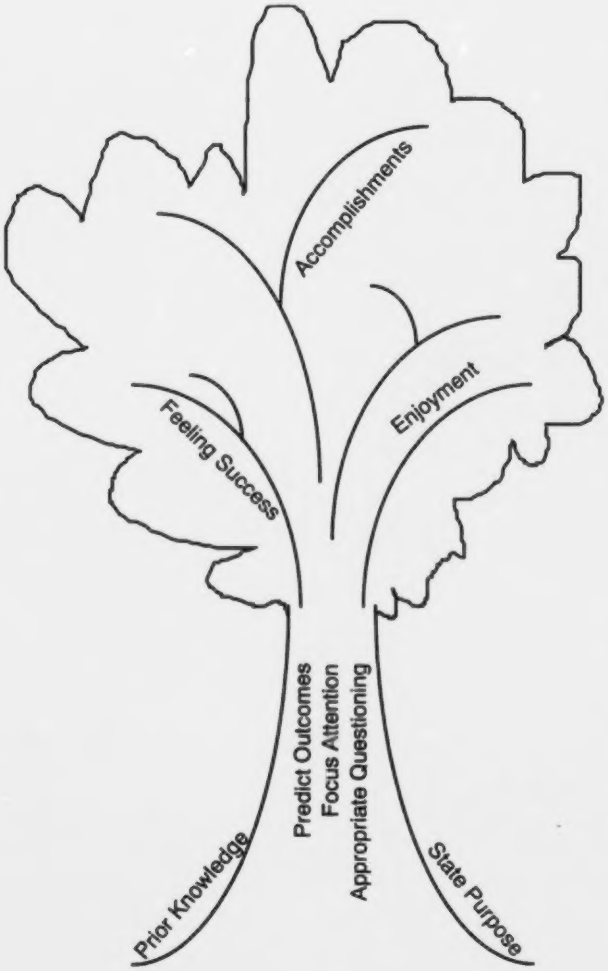
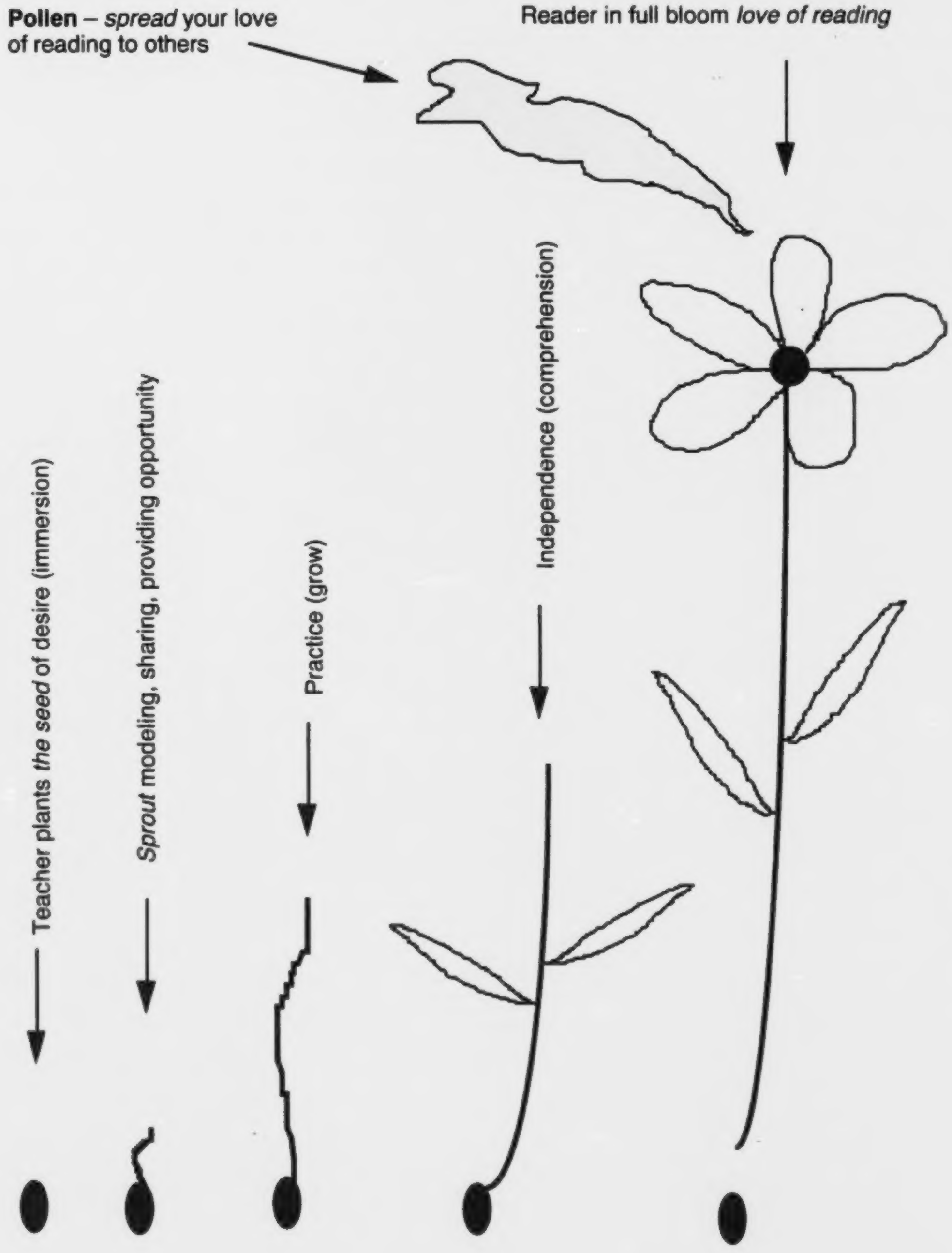
A scaffold is a temporary framework for support which is used during the construction process and then dismantled. Scaffolding for reading strategies works in much the same way: the framework of support which the teacher builds or assists the student in building is necessary for constructing meaning. As soon as possible, however, the teacher dismantles the support, giving responsibility to the student for monitoring his/her reading strategies.

Scaffolding in the classroom gives support to the immature reader, but also guides that reader to independent reading, which he/she will be asked to do on the End-of-Grade Tests.

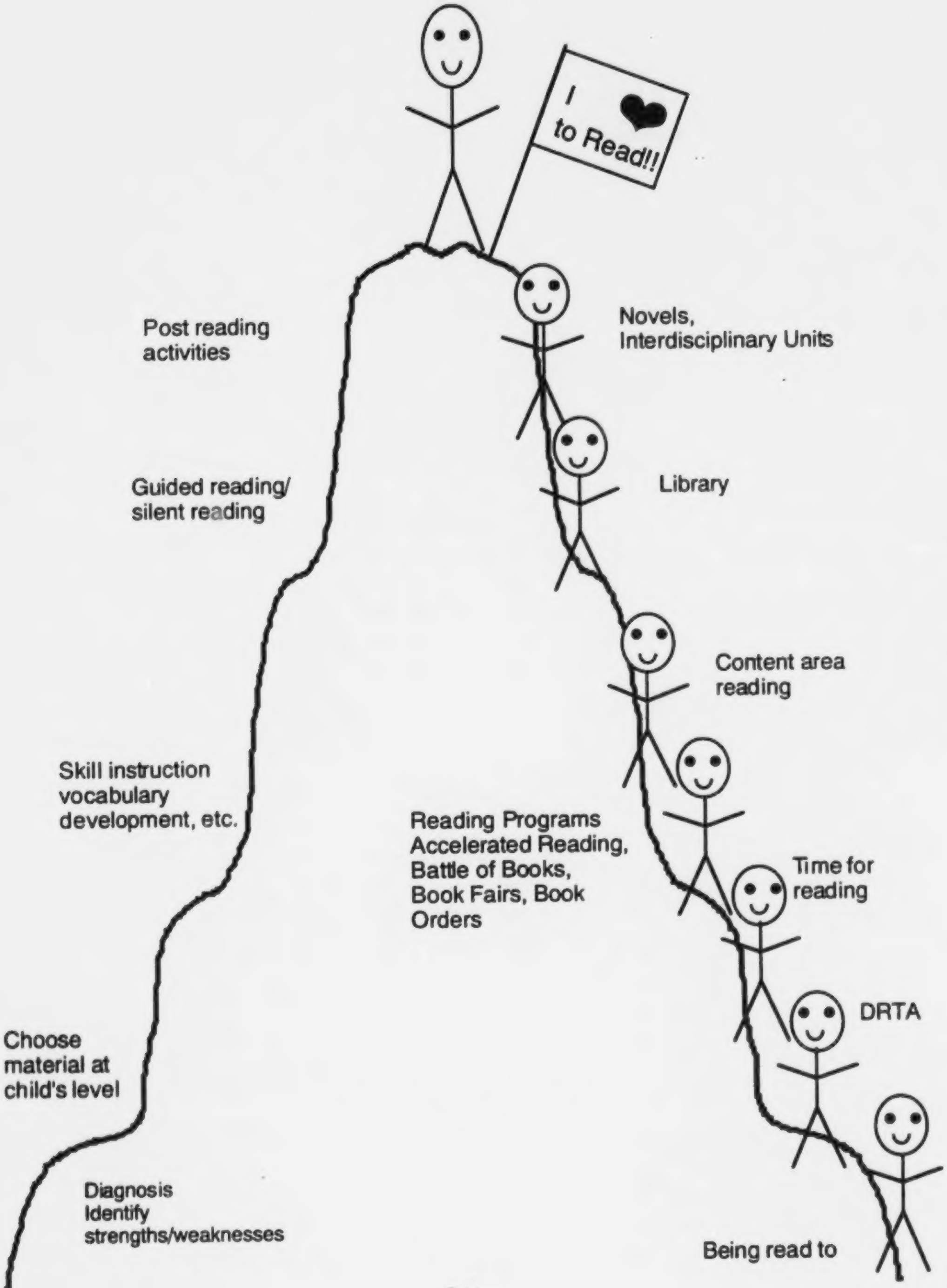
North Carolina teachers constructed the following analogies that display how teachers can help students to scaffold reading experiences:

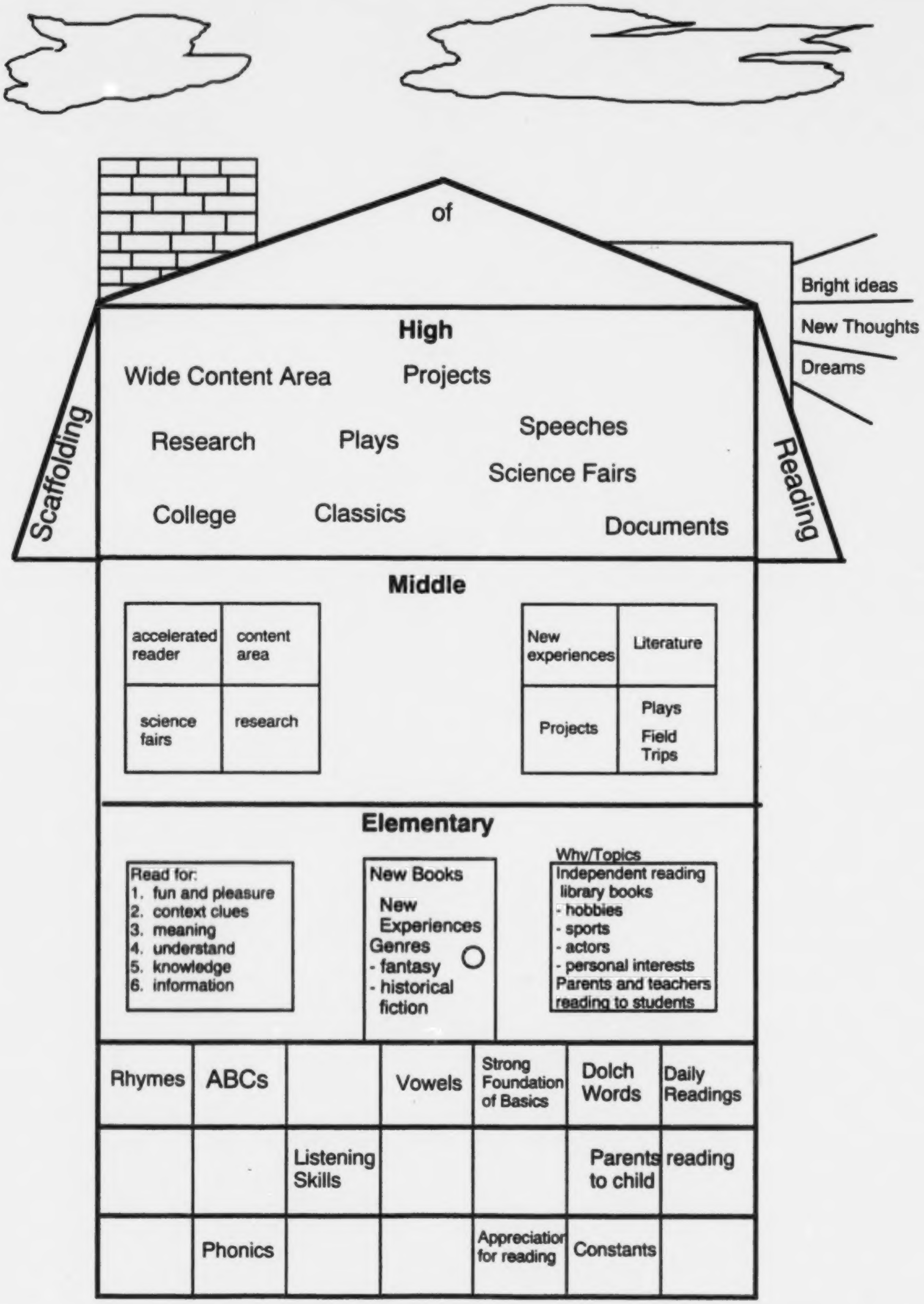

Accomplishments
Enjoyment
Feeling Success
Predict Outcomes
Focus Attention
Appropriate Questioning
Prior Knowledge
State Purpose

Budding Readers


Pollen – *spread* your love of reading to others
Reader in full bloom *love of reading*
Teacher plants *the seed* of desire (immersion)
Sprout modeling, sharing, providing opportunity
Practice (grow)
Independence (comprehension)

Independent Reader!!!


I ❤ to Read!!
Novels, Interdisciplinary Units
Post reading activities
Library
Guided reading/ silent reading
Content area reading
Skill instruction vocabulary development, etc.
Reading Programs Accelerated Reading, Battle of Books, Book Fairs, Book Orders
Time for reading
DRTA
Choose material at child's level
Diagnosis Identify strengths/weaknesses
Being read to



of
Bright ideas
New Thoughts
Dreams
Scaffolding
Reading
High
Wide Content Area
Projects
Research
Plays
Speeches
Science Fairs
College
Classics
Documents
Middle
accelerated reader
content area
science fairs
research
New experiences
Literature
Projects
Plays
Field Trips
Elementary
Read for:
1. fun and pleasure
2. context clues
3. meaning
4. understand
5. knowledge
6. information
New Books
New Experiences
Genres
- fantasy
- historical fiction
Why/Topics
Independent reading
library books
- hobbies
- sports
- actors
- personal interests
Parents and teachers reading to students
Rhymes
ABCs
Vowels
Strong Foundation of Basics
Dolch Words
Daily Readings
Listening Skills
Parents to child reading
Phonics
Appreciation for reading
Constants

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Prereading, Engagement, and Reflection Activities for "Out of the Wild"

The following activites coordinate with the expository piece, "Out of the Wild," which can be found in the North Carolina *Linking* documents (see page 51 for ordering information). The essay is given first and then the classroom activities are explained. Please feel free to choose and modify the activities for your students.

Out Of The Wild

A dog whines and eagerly wags its tail. A cat quietly stalks a sparrow across the lawn. Both of these pets are acting like their wild relatives. Have you ever wondered how and when wild animals became part of the human household?

Scientists believe that humans began to tame animals some 12,000 years ago; at that time, people obtained food largely by hunting animals. Wolves probably followed the hunters, searching for meat the humans left behind. It's possible that one day a child looking for firewood stumbled across an orphaned wolf pup. The child might have taken the pup home and raised it as a pet. Over time, other wolves must have begun to live with humans.

That's how the whole process of domestication might have started. When the tame wolves had pups, people would have kept those they liked best: the biggest pups or the smallest, the strongest ones, the friendliest ones, or the ones with the curliest tails.

After many generations of being tamed and bred, the wolves became domesticated. Many of them no longer looked much like their ancestors. Some were bigger. Some were smaller. Many had fur colors quite different from those of wolves.

By choosing and breeding early wolf-dogs with certain characteristics, humans created many breeds of dogs. Today there are about 150. Many scientists say all dog breeds–from delicate Chihuahuas (chuh-WAH-wahz) to wolflike huskies–are descendants of the wolf. Others believe another doglike animal, now extinct, is the ancestor of many breeds.

The wolf was probably the first animal to be domesticated. After wolves, people adopted many other animal companions. The newest addition to households is the gerbil–domesticated only 30 years ago.

A number of the animals people often enjoy as pets today probably started out not as people's companions but as handy meals. From studying bones uncovered in ancient dwellings, scientists know that horses were once an important source of food for humans. Old handwritten books tell of monks raising rabbits to eat on certain religious days. And, of course, people still raise cattle, chickens, and other animals for food.

Along the way, an especially warm bond developed between certain kinds of animals and their owners. These animals were so intelligent, friendly, loyal, or useful that people began to have second thoughts about eating them. These animals became pets.

Most pets have one thing in common: their relatives in the wild live in groups. Wolves live in packs, horses and guinea pigs run in herds, goldfish swim in schools, and parrots fly in flocks. These animals were accustomed to companionship, so people found it easy to tame them. The animals transferred their loyalty from their group leaders to their new masters.

Not all pets of today once lived in groups, however. The ancestor of one familiar pet, the cat, has always lived and hunted alone. It's called the African wildcat.

Cats were first domesticated in Egypt, about 4,000 years ago. At that time, historians believe, African wildcats learned that villages were good places to catch mice and other rodents. At first, the cats hunted outside. Then they began to slip into houses. Happy to be rid of rodents, people probably welcomed the cats and adopted orphaned kittens.

The new partnership grew. Today, there are millions of cat owners. Does it sometimes seem that cats think *they* are the owners, and people their guests?

The activities and the text for "Out of the Wild" have been adapted from "Linking Curriculum, Instruction, and Assessment: A Topical Unit on Time." Reprinted by permission of the NC Department of Public Instruction.

Prereading Activities

Activating background knowledge is one of the most essential preparation skills. It entails asking appropriate questions or assigning a short, unstructured writing to get students to recall what they already know about the topic. One of the most popular ways to activate background knowledge is the K-W-L chart:

What do you KNOW?	WHAT are your questions?	What have you LEARNED?
K	W	L

Sometimes it is more appropriate to design your own K-W-L chart. Use this variation of the K-W-L chart as a preparation strategy before reading "Out of the Wild":

What we know and think before reading	What we learned by reading

Decide what words in the text will be both unfamiliar to readers and necessary for comprehension. For example, "chihuahua" may be a word you decide not to preteach. However, "domestication" is a concept the reader will need to make sense of the entire article.

Construct a word map to help students understand the concept of domestication:

Domestication

What is it? *Taming a wild animal and raising and breeding it to live with people.*

What are some examples?

dogs
cats
cows
horses
chickens
gerbils

What is it like?

Finding a wild flower in the woods, digging it up, and replanting it in a flower pot.

Organizational patterns and main ideas: "Out of the Wild" provides an explanation of how and why wild animals were first domesticated. As students read, they should look for the following main ideas:

- HOW wolves may have first been domesticated.
- WHY people probably began domesticating animals.
- WHAT most pets have in common.

Engagement and Reflection Activities

As students read "Out of the Wild," they should try to monitor for the following engagement strategies:

- What questions do you ask yourself as you read?

- Do you underline or mark the paper?

- Do you take notes? What other strategies do you use?

Scaffolding Experiences for Students:
A Vignette on Preteaching Vocabulary

To teach vocabulary most effectively, we as teachers need to understand both the text to be read and the students. Spend some time considering the sophistication of your students' vocabulary, their ability to figure out unfamiliar words in context, as well as the level of sophistication of vocabulary in the text, and which vocabulary words are most necessary to understand the reading selection. The following vignette was written to show an effective vocabulary lesson within the classroom. Read the vignette and consider what aspects of this lesson you find most effective.

Mrs. Edwards, a seventh grade social studies teacher, is about to begin a chapter on Australia. The textbook suggests these vocabulary words for instruction: *Aboriginies, monsoons, dingoes, topography.* After reading the chapter and reflecting on what she feels her students already know, Mrs. Edwards determines that these additional words, as used in the text, may be unfamiliar to her students: *outback, muster, coral reef.* From this chapter, Mrs. Edwards wants her students to understand and apply this major concept*: Australia's natural features, geographical location, and climate have had a major impact on its social and economic development.* Therefore, Mrs. Edwards decided the following:

- ***Topography*** - Important term central to understanding the concept of Australia's develoment. Needs preteaching.
- ***Outback*** - Even though this is a fairly common and easy term, needs preteaching. Concern is that students associate outback with the local restaurant of that name.
- ***Muster*** - Not in suggested text list, but feels her students have limited or no prior knowlege of sheep herding. Needs preteaching.
- ***Coral Reef*** - Referred to only peripherally and though she feels students have no prior knowledge, they can gain information from context and accompanying visual. Does not need preteaching.
- ***Monsoons*** - Knows that students have covered this term in Mr. Long's science class earlier this year. Does not need preteaching, but she does need to recall students' prior knowledge.
- ***Aborigine*** - New term, but content and visuals are adequate to give students understanding. Does not need preteaching.
- ***Dingoes*** - Adequately covered in content. Students can easily figure this term out. Does not need preteaching.

Mrs. Edwards decides which words to preteach because of her knowledge of her students and the text.

Prereading, Engagement, Reflection Activities for "Four Legs"

The following activities coordinate with the short story "Four Legs." Prereading strategies are given before the story and classroom activities follow. Please feel free to choose and modify the activities for your students.

Both "Out of the Wild" and "Four Legs" are taken from "Linking Curriculum, Instruction, and Assessment: A Topical Unit on Time." This document, which has other reading activities and selections, can be ordered from the Publications Office of the Department of Public Instruction:

LS105	Teacher Guide, $3.00
LS106	Teacher Guide and 30-copy package of student materials, $6.00

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Prereading, Engagement, and Reflection Activities for "Four Legs"

Prereading Strategies

The way a reader approaches and reads text depends, in part, on his/her expectations of the type of text he/she will be reading. Consider Barbara Herstein Smith's example of the way the format of the text changes our reading of it:

OBITUARY

Albert Molesworth

IDAHO – Albert Molesworth, 87, of Idaho, died yesterday at his home. Mr. Molesworth was the owner of the nation's largest and most prosperous potato farm. He left no survivors.

The format of text influences how we approach it and what we expect of it. Mature readers use preparation strategies that include activating prior knowledge about the topic of the text as well as the format or type of text they will be reading.

Read the poem at the top of the next page, noting the way your reading of the poem may be different from your reading of the obituary.

POEM

Albert Molesworth
Eighty-seven years old,
Owner of the nation's largest
And most prosperous potato farm,
Died yesterday
At his home in Idaho
He left
no
survivors.

The format of the text and the author's purpose in writing the text are related to the type of text. A strategic reader understands these connections and, therefore, asks such questions as:

- What was the author's purpose?
- What type of text is this?
- Why did the author choose this format?

Ask students to prepare a chart which could be used in the classroom listing expectations and strategies for different types of text.

Types of Text:

Narrative

Expectations	Strategies

Expository

Expectations	Strategies

Comparing Expository and Narrative Text

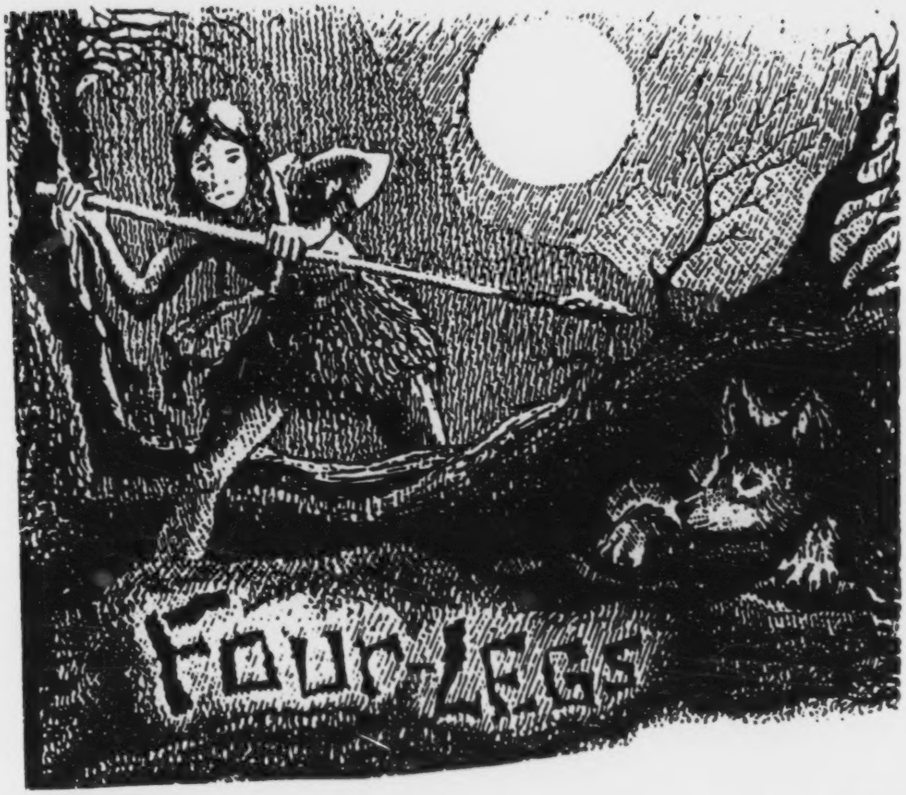
The following charts were created by teachers:

Narrative

Expectations	Strategies
Vivid characters	Character analysis; create their "voices"
Setting	Visualize the setting
Plot (beginning, middle, end)	Look for the pace of the action and the important events; use a plot diagram; sequence
Problem-Resolution	Read to identify problem; then list or sequence steps in solving the problem

Expository

Expectations	Strategies
Factual and informative	Look for questions of "who, what, why, where, and how?"
Contains supporting details, examples	Outline important concepts with supporting details
Presents the author's perspective	Examine author's expertise and credibility
Can be written (and read) for multiple purposes	Clarify author's purpose in writing and reader's purpose in reading



by Tom McGowen

Tall-tree had killed a fine, fat bird and was on his way back to the tribal caves when he came across the wolf cub. It was lying with the back of its body pinned among the branches of a fallen tree. There had been a storm during the night, and a howl of wind has torn the dead truck in two and sent it crashing to the ground. The frightened cub, although unhurt, had been trapped among the branches when the tree fell.

It was a very young cub and quite small, but meat was meat, and Tall-tree lifted his spear. Then he paused. It had come to him that babies have a way of growing bigger. If he kept the cub until it grew to full size, it would provide a great deal more meat.

The thought seemed a good one, on Tall-tree unwrapped a strip of leather that had been twined around his forearm and tied the cub's front legs together. It growled and snapped at him, but its teeth were too small to damage his tough skin. When the animal's front legs were secured, Tall-tree heaved aside the branches and yanked the cub free. It scrabbled furiously at him with its back legs until he pinioned then, too. Then Tall-tree strode on his way.

Coming to the place of caves, he went to the great fire to turn over the results of his hunt as was the law. Old Bent-leg sat before the fire, his good leg tucked beneath him and the withered one, crushed by a bison many snows ago, stretched out. Bent-leg kept tally on the game that younger hunters brought, Tall-tree dropped the bird on the small pile of animals near the old man's leg. Bent-leg nodded, then jerked his head toward the wolf cub that hung, whinning, from Tall-tree's hand.

"What is that?" grunted the old hunter.

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"A small four-legs night-howler," replied Tall-tree, giving his people's name for the animal. "It came to me that I could keep it tied in my cave and feed it scraps from my own food. When it is full grown, we can kill it for its meat."

Bent-leg frowned, but then realized the cleverness of Tall-tree's thinking.

"That is good!" he exclaimed. "It is little meat now, but it will much meat later!"

Food was always a problem for the tribe. Daily, the men hunted for animals and birds while the women and children searched for roots, berries, and insects that could be eaten. Everything that was found was shared by the tribe, and often there was hardly enough.

Tall-tree walked to his cave. Near the entrance was a large boulder, beside which he dropped the squirming cub. From the cave he brought several thin strips of animal hide. These he knotted together to make a rope, which he quickly tied around the cub's neck, avoiding its snapping teeth. Then, with a grunt, he tipped the boulder up and kicked the free end of the rope beneath it. Letting the boulder settle back with a thump, he untied the animal's legs.

The cub rolled to its feet, shook itselft, and made a dash for freedom, only to have its legs jerked out from under it as the rope pulled it to an abrupt stop. Seeing that the four-legs was firmly tethered, Tall-tree nodded and reentered his cave.

The midafternoon sun was high and hot when he came out later. Tall-tree glanced at the four-legs. Its head was down, its tail drooped, and it panted noisily. The thought came to Tall-tree that if he were the four-legs, tied in the hot sun all this time, he would be thirsty. Unslinging the animal skin water bag that hung over his shoulder, he untied its mouth and poured a small puddle onto the ground. The cub growled faintly, but inched forward and began to lap the water.

Tall-tree frowned. He would often be gone for long trips, and he wondered how to keep the cub supplied with water during his absence. He didn't want it to die of thirst.

He went into the cave for his sharp-edged digging stone. Outside again, he began chopping at the sandy soil. Growling, the four-legs backed away as far as the leather rope would let it, and glared at him.

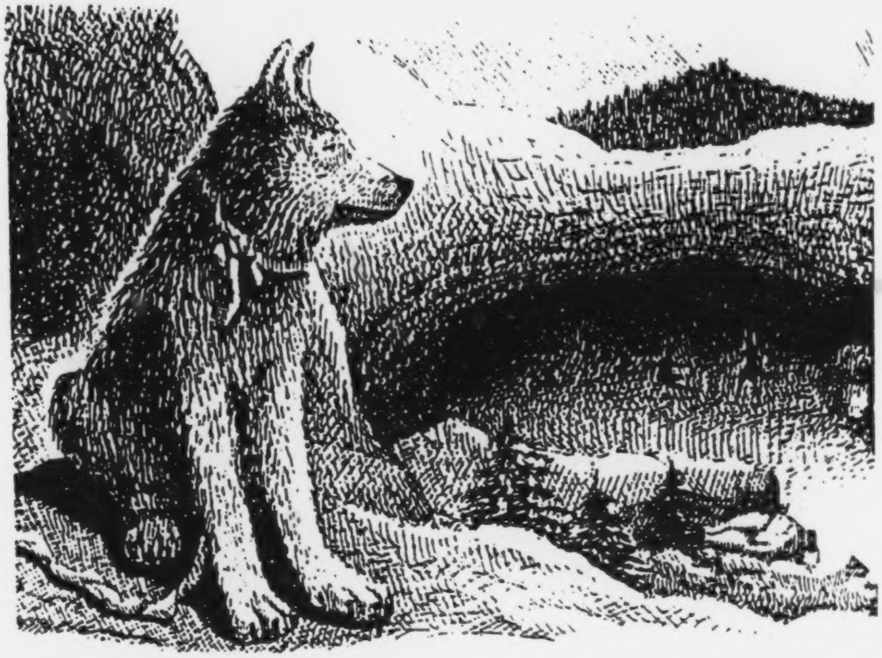
In a short time, Tall-tree had made a hole that seemed suitably deep. He lined the hole with an animal skin, weighting down the edges with small rocks. Then he emptied his water bag into the hole. The skin held the water. The four-legs now had its own water hole, which would keep it from getting thirsty. Tall-tree grunted in approval and left.

When he returned later, he carried several meaty bones, left from his share of food at the tribal fire. He dropped these before the four-legs, and although it growled at him, he could hear its teeth scraping on the bones from within his cave.

Every day thereafter Tall-tree put fresh water into the four-legs' hole, brought it scraps of meat, and cleaned up after it. After many days had passed, he noticed a change. The four-legs no longer growled at him when he came near. In fact, when it saw him coming now, it would stand and watch him, moving its tail back and forth in an odd way. Tall-tree realized it no longer feared him. He found it pleasant to have the little animal acting friendly toward him. He was surprised to find himself talking to it as though it were a child.

"Here is your meat, Four-legs," he would call as he approached with a handful of scraps. "Are you thirsty, four-legs?" he would ask as he filled its water hole. The animal's ears would twitch and its tail would move back and forth at the sound of his voice.

And Tall-tree no longer had to guard against the cub's teeth. Instead of tossing the meat and bones to the animal, he now let the cub take them from his hand. And once, as he was filling the water hole, the four-legs pushed its nose against his hand and licked it.



Tall-tree jerked his hand back in surprise. But then, hesitantly, he held it out again. Once more the pink tongue flashed out and the bushy tail fanned the air, furiously. Tall-tree grinned.

After that, he began to play a game with the wolf cub. Whenever he approached the cave, he would try to surprise the animal by coming from a different direction or by moving stealthily. But always, the four-legs would be staring straight at him, straining at the rope and beating the air with its tail.

Then, one day, Tall-tree was bringing the catch from his hunting to the fire when Bent-leg peered up at him.

"Is the four-legs fat enough" asked Bent-leg.

Tall-tree hesitated. He had nearly forgotten his reason for keeping the cub.

"Not yet," he said, comfortably.

"Soon, eh?" queried Bent-leg. Tall-tree nodded and hurried away.

At his cave he squatted and looked anxiously at the wolf cub. It *had* grown, and before long it would be as big as it was going to get. Then he would have to turn it over to be meat for the tribe, as he had promised.

But he didn't want the four-legs to die. Something had happened to him and to it. Perhaps, because it had been so little when he found it, it had not grown up to be like other wolves that showed their teeth at men and ran from them. Instead of being a wild wolf, Four-legs was more like a child that liked him. And he like it!

The next day, Tall-tree went hunting determined to bring back more game than ever before. Perhaps, he thought, if he brought plenty of meat, Bent-leg would forget about the wolf. But the hunt went badly. He returned with only a young squirrel. And to his dismay, none of the other hunters had fared well, either. The pile of birds and animals by the fire was smaller than usual.

"It is not enough!" said Bent-leg. "We must have the four-legs now, Tall-tree."

"Wait a few days," said Tall-tree. "The hunting may grow even harder. We may need the four-legs even more then."

Bent-leg did not press him, so he hurried away. At his cave he knelt beside the wolf and rubbed its head. It nudged him with a cold nose and swept the ground with its tail.

That night, lying beside the fire in his cave, he knew that the next day or the day after that, he would have to give the wolf to the tribe. Dreading the dawn, he fell asleep.

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It seemed only seconds later that something suddenly awakened him. It was Four-legs, snarling furiously.

Tall-tree was on his feet in an instant. Snatching his spear, he peered over the nearly dead fire. In the moonlight Four-legs stood before the cave, snarling and showing its teeth, its fur bristling. Beyond it, green eyes gleamed and scales glinted on a long, sinuous body. There was an evil hiss and a rattling sound. The hair at the back of Tall-tree's neck rose as he saw the great snake, poised to sink its poisonous fangs into the wolf's body.

Tall-tree exploded into action. Leaping over the fire, he swung his spear forward like a club, slamming it into the snake's body, just below the swaying head. The heavy blow knocked the serpent writhing to the ground. Springing after it, Tall-tree smashed the spear again and again into the snake's head.

After a time, Tall-tree leaned on his spear, panting heavily. Although the snake's body still feebly twisted, he knew it was dead. Four-legs knew it was dead, too, and stopped growling.

Tall-tree knew what had happened. Drawn by the heat of the fire, the snake had crawled toward the cave. It would have been attracted by the warmth of Tall-tree's body and probably would have coiled itself next to him. Had he jostled it, the creature would have bitten him. He remembered when just such a snake had bitten a man, who had raved with pain and then died. Tall-tree shivered. If Four-legs had not growled and wakened him, he also might have died.

Tall-tree fed the fire until it blazed up again. Then he dragged the snake into the cave and began to skin it. When he finished, he gazed thoughtfully at the thick coils of white meat.

At dawn, he hurried to the tribal fire, carrying the snake meat. Bent-leg was already there, as were several hunters, waiting for a lighter sky before starting on their way. Among them was Green-leaf, the tribe's leader. Tall-tree dumped the coils of meat near Bent-leg's feet.

"I have meat for the tribe," he said, looking at Green-leaf. "I will hunt for other meat this day, but I bring this meat now."

The men stared at the white coils. "Where did you find this long-crawler?" asked Green-leaf.

"It came to my cave, seeking warmth as long-crawlers do after sundown," Tall-tree replied. "I killed it."

"Were you bitten?" asked Green-leaf, looking at him anxiously.

Tall-tree shook his head. "I might have been bitten," he said. "But the four-legs tied at my cave woke me with the noise of its anger. It saved my life." He looked into Green-leaf's eyes. "I was going to give the four-legs as meat for the tribe. Let me give this meat instead, Green-leaf. Let the four-legs live!"

Green-leaf considered his words. "I do not know what an animal is good for, except to eat. What will you do with the four-legs?"

"I will set it free," answered Tall-tree.

The chiefain thought. "It is well," he said at last. "You promised the tribe meat, and you brought more meat than you promised. The four-legs saved you to hunt for the tribe. Let it go then, if that is your wish."

Tall-tree walked slowly back to his cave. He was glad that the wolf would not have to die. Yet he felt as though a big stone sat heavily inside his chest. He knew that when he untied Four-leg's rope, the wolf would run off into the forest. Tall-tree did not like this thought, but he felt he must set Four-legs free. It was the only way he could repay the animal for saving his life.

At the cave, he knelt, loosened the knot in the leather rope, and pulled it off Four-legs' neck. The wolf shook itself and looked at him. Tall-tree turned and went into the cave. He felt a wetness in his eyes, something he had not felt since he was a boy. He squatted by the fire and gathered his weapons for the day's hunt.

Something pattered over the cave floor behind him.

Tall-tree turned. Four-legs stood just inside the cave opening. Its tail drooped and it held its head low. Its brown eyes stared into Tall-tree's black ones.

Then the animal moved into the cave. It was a strange movement. Its stomach was on the ground, but the back part of its body was pointed upward. It inched forward with little pulls of its front paws. Slowly, it crept toward Tall-tree until its nose was only inches from the man's face.

Then it licked Tall-tree's nose.

Tall-tree yelled with delight. Four-legs didn't want to leave; it had said so as plainly as if it could talk! Tall-tree rubbed the animal's head with both hands. Four-legs flopped onto its back, and Tall-tree rubbed its stomach. The wolf's tongue lolled out of its mouth, and its lips were pulled back into what seemed to be a grin as wide as the one on Tall-tree's face.

After a while Tall-tree jumped to his feet. "Come on, Four-legs," he said. "Let's go hunting!"

Four-legs rolled to its feet and shook itself. Then the world's first pet and its two-legged friend happily hurried off together.

Engagement Activity: DRTA

The thinking generated by a Directed Reading Thinking Activity (DRTA) should enhance student ability to answer meaningful questions about a piece of text. Here are some guidelines and examples for developing discussion questions about literature (Weaver, 1988):

- Don't ask literal questions unless they serve as springboards to more challenging questions.
- Ask questions that focus on the motivation and feelings of the characters.
- Ask questions that involve students in evaluating the actions of characters.
- Ask questions that invite students to imagine themselves in similar situations.

DRTA Dialogue:

Teacher: Does the title "Four Legs" give you any hints as to what the story might be about?

Class: Yeah, probably an animal because lots of animals have four legs.
Well, it's probably about a wolf since you said we were going to read a story about the first animal that was domesticated.

Teacher: Okay, good. Let's read and see. First let's just read the first two paragraphs. {Teacher reads.} Well, it looks like the story is going to be about a wolf cub, but what kind of a character do you think Tall-tree is going to be, and what kind of name is Tall-tree.

Class: Tall-tree is a hunter – it says he killed a bird.
Yeah, and he is a cave man because it says he is on his way back to the caves.
Maybe he is an Indian – it says "tribal caves" and Indians belong to tribes.
Yeah, and sometimes they have names like that too.

Teacher: What do you mean?

Class: You know – names from nature like Running Bear or White
Eagle...
Or like Dances With Wolves!
Yeah, in the movie *Dances With Wolves,* the guy made friends with a wolf!

Teacher: Okay, but, when do you think this story is taking place, how long ago? As recently as the story in the movie *Dances With Wolves*?

Class: No, probably a very long time ago when people lived in caves and hunted for food.

Teacher: Why do you say that? Didn't the Indians in *Dances With Wolves* hunt animals for food?

Class: Yes, but they lived in tipis.
Yeah, and they rode horses.
Besides, you said we were going to read about how an animal was domesticated and that was a long time ago.
Not for gerbils!
{Tracy, who has been rummaging through her papers and now waves a copy of the first selection in her hand, speaks up.} This story isn't about a gerbil! It's about a wolf, and it says here wolves were domesticated 12,000 years ago.

Teacher: Okay, good. You're right Tracy. So far this story seems to be about a wolf and scientists believe they were the first animals to be domesticated. Let's read on and see what else we can learn about the setting of the story and Tall-tree's plan to raise the wolf cub for food. Before we read, what do you think Tall-tree's first problem will be?

Class: The wolf might bite him!

Teacher: Okay, let's read and see what happens. (Read to the end of the third paragraph which ends with this sentence. "Then Tall-tree strode on his way.") Well, it looks like Tall-tree solved his first problem. What might happen when Tall-tree gets home?

Class: People will wonder why he brought back a live wolf.
Maybe they will want to kill the cub for food right away.

Teacher: Well, let's read and see how people react to Tall-tree and his captured wolf cub. *{Reads to the end of paragraph nine which concludes with this sentence, "Everything that was found was shared by the tribe, and often there was hardly enough."}* Well, how do you think Tall-tree is feeling now? Please tell why you think so.

Class: Proud, because Bent-leg liked his idea.
Excited, because he gets to keep the cub.
Worried, because he has to take care of it.

Teacher: Good! He could be feeling all of those things. How do you think he will feel in the future after he has raised the cub?

Class: Proud, because he will be able to provide a lot of meat for his tribe.

Sad, because he won't want to kill the wolf.

Teacher: If he does turn out to be sad, is there any reason why he can't let the wolf live?

Class: Yeah, his tribe really needs the meat. It says there was hardly enough. Besides, the wolf is going to be mean when it gets bigger!
Wolves can be pets if you're nice to them.
Maybe, he will let the wolf escape!

Teacher: Well, you've done some good thinking about what might happen. Please read the rest of the story yourself to see how Tall-tree's plan works out.

The activities and the text for "Four Legs" have been adapted from "Linking Curriculum, Instruction, and Assessment: A Topical Unit on Time." Reprinted by permission of the NC Department of Public Instruction.

Reflection: The DRTA Activity

As the preceding DRTA illustrates, dialogue is extremely important in comprehension. Once again, children must talk about ideas in order to conceptualize them. That means that when we as teachers suppress dialogue, we are not just suppressing the expression of ideas, we are suppressing the formulation of ideas. If our definition of reading involves complex comprehension, interpretation, and reflection, we must foster probing and literate dialogue.

DRTA is also a way of scaffolding reading experiences, moving students from guided reading to independent reading. Notice that the teacher makes sure that the students have gotten the "concept" or "general idea" of the passage before she asks them to read independently.

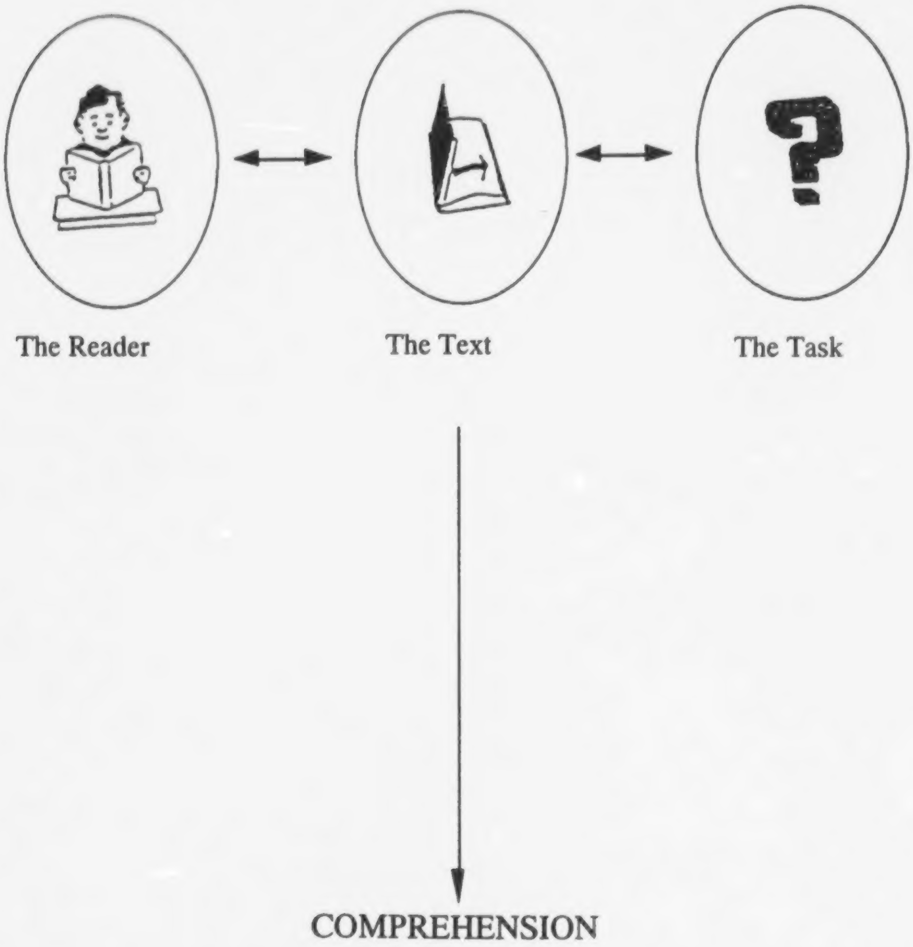
Reflection Activity

Reader Response

Reading is a constructive process, a transactional relationship among the reader, the text, and the context of the task. Meaning or comprehension does not reside solely "within" the text or "within" the reader. It happens during the transaction of reader and text within the context of the task.

Asking students to respond to text with personal responses and reflection helps students learn how to take a critical stance to text, and it helps them to understand how the reader, the text, and the task all contribute to the way meaning is constructed.

Reading As A Constructive Process



Factors that Affect Comprehension

This chart reinforces a definition of reading as a transaction among reader, text, and the context of the task – but it extends our analysis into how these factors relate in the classroom.

The Reader – "Who"
background knowledge
reasoning ability
flexibility of reading strategies
linguistic competence
personal purpose for reading/sharing what was read
interest and motivation
prior reading experience
personal reading theory

Why are these factors important in the class room?

How are these factors connected?

The Text – "What"
density of concepts
topic
clarity of writing
genre
vocabulary
text format
purpose of text
match between print and pictures/graphs

The Task – "Why"
time provided
who chose text and task
resources – dictionary, etc. – available to reader
clarity of directions
reading strategies suggested
background information given
activities assigned or engaged in
support provided by teacher

How can you accommodate and consider these factors as you design reading activities and assignments?

Adapted from Rhodes, Lynn, Windows into Literacy

Reflection Activity

Personal and Creative Response for Students

Choose one question about "Four Legs" and write for at least five minutes. Use details from the story.

- How did this work make you feel? Explain.
- What will you remember most about this story? Why?
- Does Tall-tree show qualities you like or dislike? Explain.
- Dear Author: Write to the author asking questions, telling him what you liked and disliked, or what you found interesting or confusing.
- Continue the story: What happens next?
- Telling the story through other eyes: Write a version of the story told from Four-Legs' point-of-view.

Reader-response theory asks the reader to take a personal or aesthetic stance to the text which is being read. The aesthetic stance is not antithetical to the efferent (analyzing ideas or information to be used or acted upon) stance that the student must take during the End-of-Grade Tests. Rich aesthetic or personal response opportunities will also enrich the way a student reads efferently or analytically.

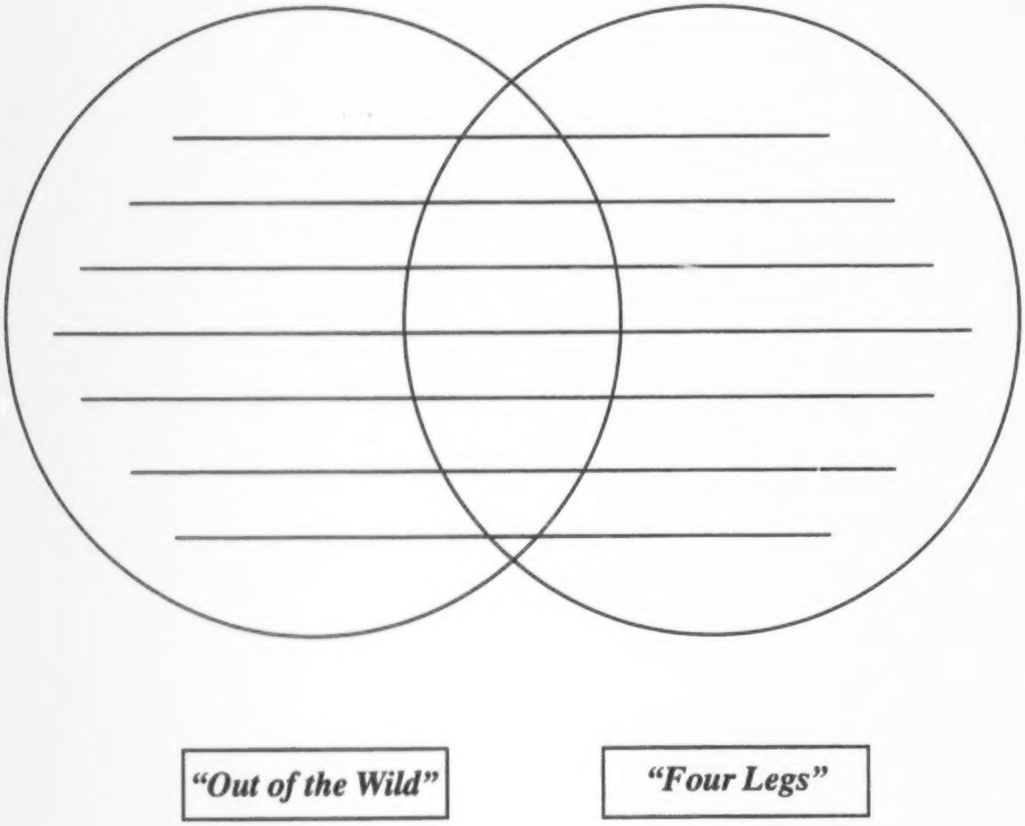
The reader-response activity asks participants to reflect upon the reading-writing connection and the way that writing can clarify our ideas and allow us to make them more complex.

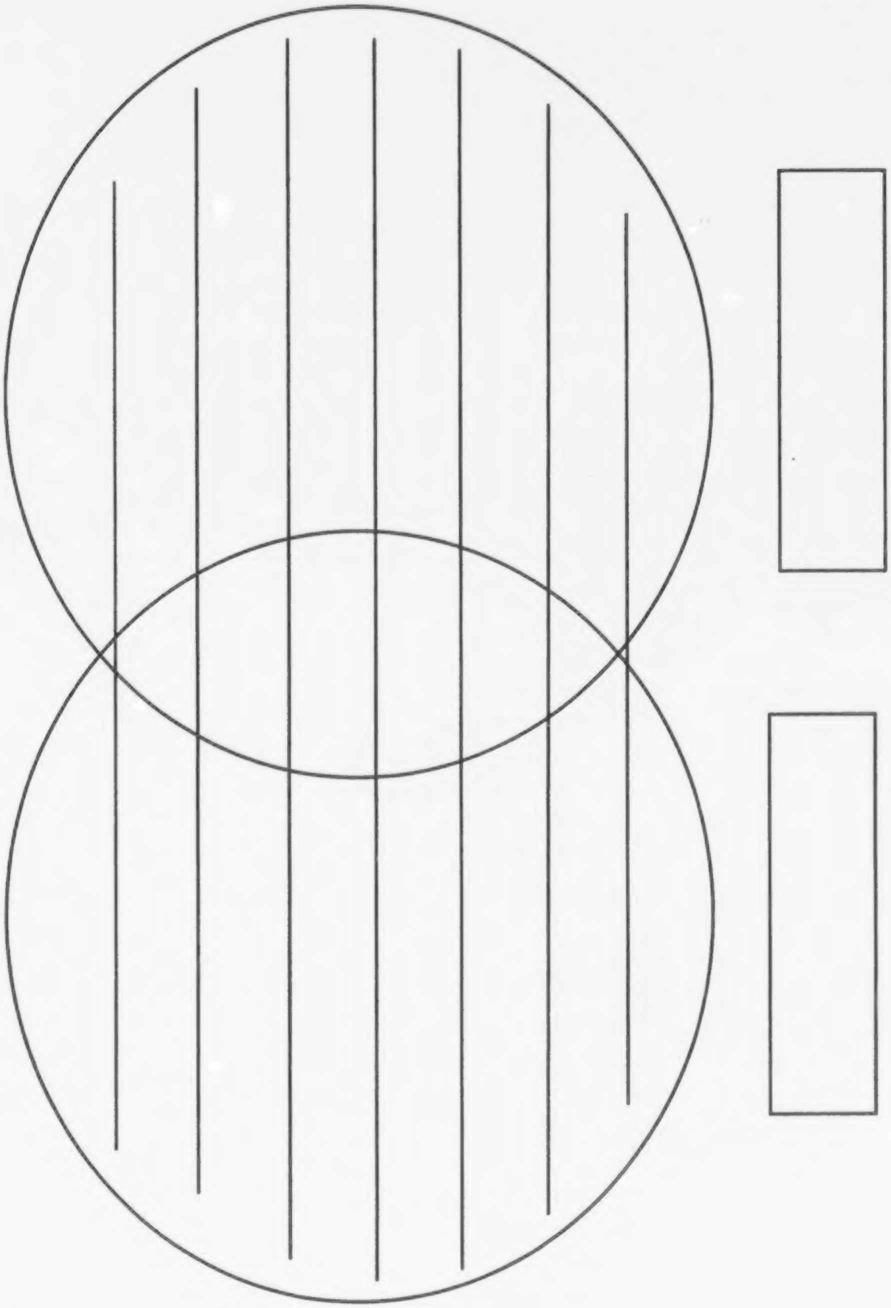
Making Connections

Ask students to complete one of the following activities:

- Compare and contrast, using a Venn Diagram, the information you learned in "Out of the Wild" and in "Four Legs."
- Compare and contrast, using a Venn Diagram, the characteristics of Expository Writing ("Out of the Wild") and Narrative ("Four Legs").

Let students use the rubric on page 69 to critique their comparison and contrast.





Rubric for Compare/Contrast

Compare/Contrast

4	A. **Accuracy:** Examples selected by the student reflect complete accuracy with respect to the character, event, etc. B. **Well-Supported**: The student is consistently able to give evidence from one or more sources to explain or defend his/her examples. C. **Uniqueness**: The student gives several examples that are uncommon and show an original point of view. D. **Depth**: The student gives many examples that go beyond the obvious or use the obvious to gain insight to think beyond.
3	A. **Accuracy**: Examples selected by the student reflect nearly complete accuracy with respect to the character, event, etc. B. **Well-Supported**: The student is often able to give evidence from one or more sources to defend or explain his/her examples. C. **Uniqueness**: The student gives a few examples that are uncommon and show an original point of view. D. **Depth**: The student gives a few examples that go beyond the obvious or use the obvious to gain insight to think beyond.
2	A. **Accuracy:** Examples selected by the student reflect some accuracy with respect to the character, event, etc. B. **Well-Supported**: The student is sometimes able to give evidence from one or more sources to explain or defend his/her examples. C. **Uniqueness**: The student gives one or two examples that are uncommon and show an original point of view. D. **Depth**: The student gives one or two examples that go beyond the obvious or use the obvious to gain insight to think beyond.
1	A. **Accuracy**: Examples selected by the student reflect little or no accuracy with respect to the character, event, etc. B. **Well-Supported**: The student is unable to give evidence from one or more sources to explain or defend his/her examples. C. **Uniqueness**: The student gives no examples that are uncommon and show an original point of view. D. **Depth**: The student gives no examples that go beyond the obvious.

Instructional Activities: Prereading, Engagement, Reflection

The activities on pages 71 – 79 demonstrate prereading, engagement, and reflection strategies. Some of these activities are directed to teachers, with suggestions on how to use them in classroom instruction. Other activities are directed to students and can be directly copied and used in the classroom. All of these activities are general and can be adapted for almost any reading assignment.

Use the space below to take notes on how you can adapt these activities for your classroom.

Notes

Demonstrating the Importance of Prereading Strategies

The following article was taken from a newspaper. Ask your students to read the article, or read it to them, and ask them to monitor their reactions and strategies as they read, or listen to, these paragraphs:

> Richmond was in dire straits against St. Kilda. The opening pair who had been stroking the ball with beautiful fluency on past occasions were both out for ducks. Once again the new ball pair had broken through. Then Smith turned on surprising pace and, moving the ball off the seam, beat Mazaz twice in one over. Inverarity viciously pulled Brown into the gully but was sent retiring to the pavilion by a shooter from Cox.
>
> Jones in slips and Chappell at silly mid on were superb, and Daniel bowled a maiden over in his first spell. Yallop took his toll with three towering sixes but Thompson had little to do in the covers.
>
> Grant was dismissed with a beautiful yorker and Jones went from a brute of a ball. Wood was disappointing. The way he hung his bat out to the lean-gutted Croft was a nasty shock. The rout ended when McArdle dived at silly leg and the cry of 'How's that!' echoed across the pitch.

Adapted from Cambourne, B. (1988). *The Whole Story: Natural Learning and the Acquisition of Literacy in the Classroom.* Auckland, New Zealand: Ashton Scholastic Press.

This article was taken from an Australian newspaper and describes cricket. It shows students how important it is to have a "framework" or some understanding of what the reader is about to read.

With your students, discuss the answers to the following questions:

- What strategies did I use to try to make sense of this article?
- How successful were they?
- How did I feel as I was reading?
- What does this activity illustrate about the importance of "knowing what to expect" before you begin reading?

Prefixes, suffixes, and root words

Prefixes, suffixes, and root words can be helpful in learning vocabulary in context. Moore, Moore, Cunningham, and Cunningham (1986) suggest a "Rule of Five" before teaching a word part; if you cannot think of five words that incorporate the prefix, suffix, or root word, it probably isn't common enough to teach to students. For example, they suggest that the prefix *mal* can be found in many common words: *malpractice, malice, malignant, malfunction, malcontent*, and *malnutrition*. Clearly, *mal* passes the "Rule of Five" test. They continue:

"Write two familiar words containing the word part on the board and have students tell what the words mean. Most students know that doctors are sued for *malpractice* when it is alleged they have done something wrong, and that a *malignant* tumor is a bad or cancerous one.

"Underline the word part and point out to students its common meaning in the two familiar words.

"Write the word you wish to teach on the board in a sentence. Underline the word and pronounce it for students. Ask students to use their knowledge of the word part to try to figure out the meaning of the word. 'If *mal* means something like "bad," *malnutrition* must be bad or "not good" nutrition.' Have the word read in the sentence to see if the meaning makes sense. You may want a volunteer to find the word in the dictionary and check the definition. . .

"Write at least one example of a word students know in which the word part does not have the meaning of the meaning just taught. *Mallet* and *mallard* are unrelated to the 'evil' meaning of *mal."*

From Developing Readers and Writers in the Content Areas by Moore, Moore, Cunningham, and Cunningham, page 71.

Note: Use cards with words on them and have students sort the cards, looking for words with the same roots. You can also ask students to play games in which they put together new words using cards with prefixes, suffixes, and root words.

Vocabulary in Context

Figuring out vocabulary in context: The following Word Search activity was devised by John A. Ianacone and published in *English Journal*. This activity works well with cooperative groups who "search and find" vocabulary words as they are reading and then use "Best Guess" and the "Comments" sections to practice figuring out the meaning of words from context.

Word Search	Date Due Date of Quiz	Name
Word	Source: Write context sentence and source; underline word	
Best Guess (from context)		
Dictionary Meaning: Write word, part of speech, and appropriate definition		
Comments: Examine context and explain "clues"; then examine prefixes, roots, and suffixes if needed Continue on back if necessary		

Figure 1. Sample Word Search Form. Permission is granted to readers of English Journal to reproduce and use the above sample Word Search form.

Skits

Students enjoy writing and acting out skits in which a vocabulary word is featured and dramatized. Involving movement and the senses of hearing and seeing also seems to help students to remember the word and its definition. One North Carolina high school, focusing on vocabulary enhancement for SAT preparation, had students act out skits featuring vocabulary words and broadcast a daily skit on classroom television.

Word Origins (Etymologies)

Content Area Literacy: An Integrated Approach (1996) advocates using etymology of words not only to help students understand the meanings of words through their origins but also to stimulate student interest and give students interesting information or narrative that will help them remember meanings. To illustrate, the book quotes a story from *Hereby Hangs a Tale: Stories of Curious Word Origins* (Funk, 1950):

> In Norse mythology there was a famous furious fighter who scorned the use of heavy mail, entering battle without armor. His only protection was the skin of a bear fastened over one shoulder. From this he became known as “berserk,” or “bear shirt.” It was said of him that he could assume the form of a wild beast, and that neither iron nor fire could harm him, for he fought with the fury of a beast of the forest and his foes were unable to touch him. Each of his twelve sons, in turn, also carried the name “berserk,” and each was as furious a fighter as the father. From these Norse heroes, it came to be that any person so inflamed with the fury of fighting as to be equally dangerous to friend and foe, as was that legendary family when engaged in battle, was called “berserk"”or “berserker.”

Most students would be much more likely to remember the meaning of the word “berserk” after hearing the story of Bear Shirt.

Engagement Strategies: Ask Students to Think Aloud to Diagnose Engagement Strategies

Thinking Aloud Model

In a Think Aloud, ask students to reason through the text. The following example illustrates how important this can be for students. The two students, both sixth-graders in Alberta, Canada, were asked to read and talk aloud about a story which had no title. The students were only told that, in the story, men were going to do something. The dialogue presents, episode by episode, Steven's and Colleen's thinking aloud as they work through the passage. The researchers' questions are given in parentheses. (In the sample of students which the researchers studied, there were no over-all differences between boys and girls, so the sex of Colleen and Steven has no implications for generalization.)

EPISODE 1

The stillness of the morning air was broken. The men headed down the bay.

Steven:

The men were heading down the bay, I'm not sure why yet. It was a very peaceful morning. (Any questions?) No, not really. (Where do you think they are going?) I think they might be going sailing, water skiing, or something like that.

Colleen:

The men are going shopping. (Why do you say that?) They're going to buy clothes at The Bay. (What is The Bay?) It's a shopping center. (Any questions?) No, not really. (Where do you think they're going?) They're going shopping because it seems like they broke something.

EPISODE 2

The net was hard to pull. The heavy sea and strong tide made it even difficult for the girdie. The meshed catch encouraged us to try harder.

Steven:

It was not a very good day as there were waves which made it difficult for the girdie. That must be some kind of machine for doing something. The net could be for pulling something out of the water like an old wreck. No, wait! It said, "meshed catch." I don't know why, but that makes me think of fish and, sure, if you caught fish, you'd really want to get them. (Any questions?) No questions, just that I think maybe the girdie is a machine for helping the men pull in the fish or whatever it is. Maybe a type of pulley.

Colleen:

I guess The Bay must have a big water fountain. (Why was the net hard to pull?) There's a lot of force on the water. (Why was it important for them to pull the net?) It was something they had to do. (What do you mean?) They had to pull the net and it was hard to do. (Any questions?) No. (Where do you think they're going?) Shopping.

EPISODE 3

With four quintals aboard, we were now ready to leave. The skipper saw mares' tails in the north.

Steven:

I wonder what quintals are? I think maybe it's a sea term, a word that means perhaps the weight aboard? Yes, maybe it's how much fish they had aboard. (So you think it was fish?) I think fish or maybe something they had found in the water, but I think fish more because of the word "catch."

(Why were they worried about the mares' tails?) I'm not sure. Mares' tails, let me see. Here, farmers watch the north for weather, so maybe the fishermen do the same thing. Yeah, I think that's it; it's a cloud formation which could mean strong winds and hail or something which I think could be dangerous if you were in a boat and had a lot of weight aboard. (Any questions?) No.

Colleen:

They were finished with their shopping and were ready to go home. (What did they have aboard?) Quintals. (What are quintals?) I don't know. (Why were they worried about the mares' tails?) There were a group of horses on the street, and they were afraid they would attack the car. (Any questions?) No.

(Norris and Phillips, 1987, 283-286)

Notice that Steven engages in the following reading and reasoning strategies:

- generates alternative interpretations.
- tests hypothetical interpretations.
- suspends judgment – knows when he is putting forth a *possible* interpretation.
- looks for and finds evidence for confirming past predictions.
- incorporates new information into previous interpretations.
- uses background knowledge to figure out possible meanings.
- expresses curiosity about meanings of words and what is happening.
- keeps in mind his overall goal – to figure out what the men are doing.

Engagement: Monitoring Strategies

Since self-monitoring and self-assessment are so important to reading, the student can use a comprehension matrix to promote self-reflection and insight into her/his reading strategies. A sample comprehensive matrix follows:

Directions for Students: Fill in the title of what you read and then place a check by each strategy which you used.

Strategies I used	Text I read	Text I read	Text I read
Prereading			
Made predictions			
Determined purpose for reading			
During Reading			
Made notes/graphics			
Looked for organizational patterns			
After Reading			
Summarized			
Checked predictions			
Made sure I could answer any questions I had			

The Comprehension Matrix can be modified by the teacher or by the students. Included in a learning log or reading journal, it asks students to focus on metacognition – recognizing and using specific strategies – and thus encourages increasing levels of resonsibility for students. Moving students to independent monitoring of their reading strategies is an important part of scaffolding.

Engagement Strategies

When you are having difficulty reading

Reggie Routman in Invitations: Changing as Teachers and Learners K-12 *(1991)* gives the following list of strategies which Learning Disability students in the third grade generated and which stayed posted in the classroom for referral:

What to Do When You Can't Read a Word

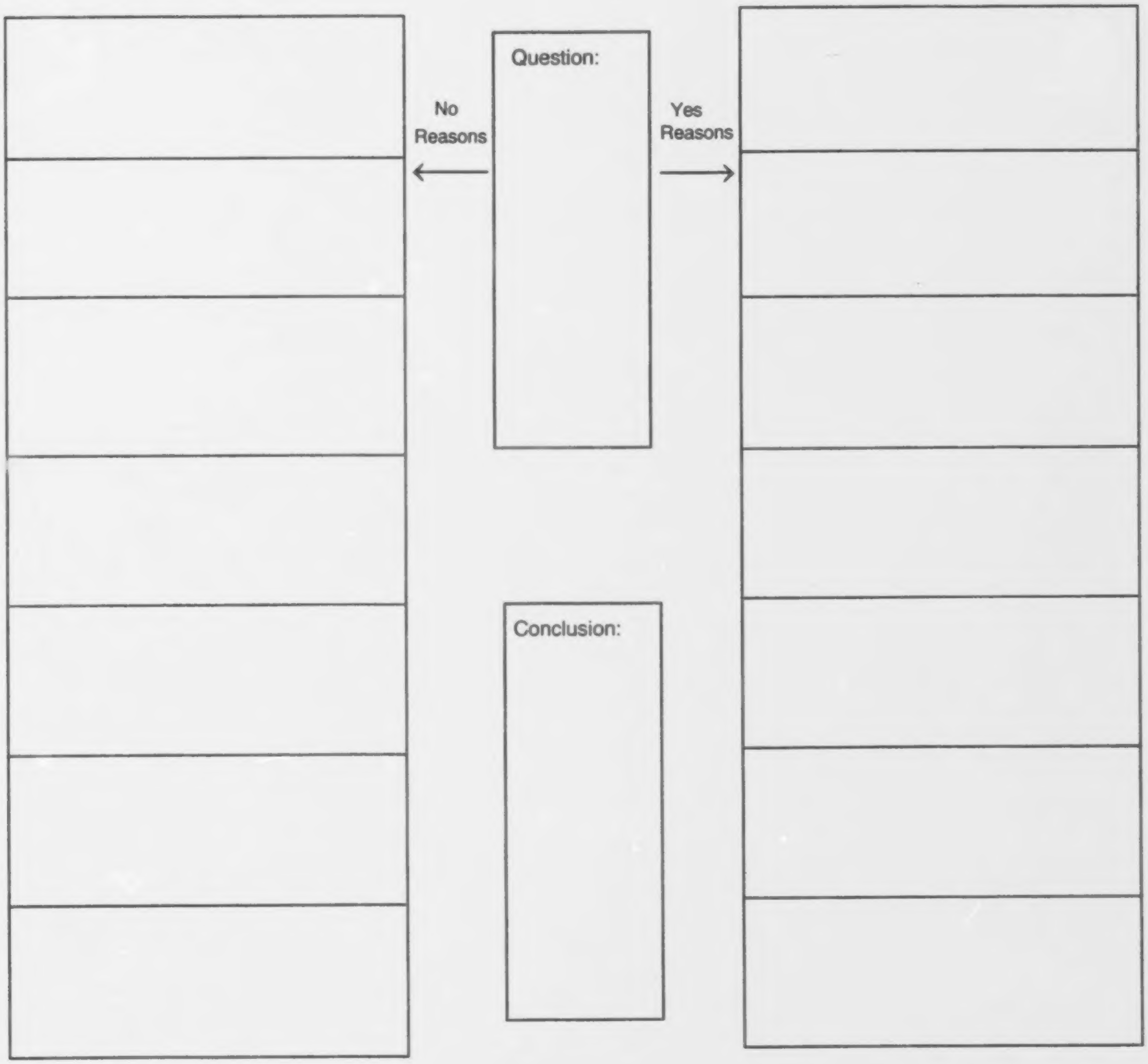
- Look at that word again – ending, middle, beginning.
- Read on, and then come back to the hard word and try again.
- Stretch out the letters; take the word apart.
- Think about what would make sense.
- Think about what would sound right.
- Substitute a word that makes sense.
- See if it looks like a word you've seen before.
- Put word parts together (re lief).
- Skip the word and go on.

It is important to model for students the strategies they can use when they get "stuck" in their reading, and it is equally important that they have opportunities to discuss when and how they use strategies successfully. Metacognition is crucial as students become more mature readers who actively employ specific strategies for specific purposes.

You may ask students to generate a list of strategies that address what to do when you can't read a word and post that list for reference.

Reflection Activity: Discussion Web

Students can use this Discussion Web to reflect upon text they have read.


Question:
No Reasons
Yes Reasons
Conclusion:

Questioning for Comprehension

The End-of-Grade/Competency Multiple-Choice Tests require students to engage in higher-order thinking. The following chart illustrates the categories of questions used on the End-of-Grade Tests.

ORGANIZING: ARRANGING INFORMATION SO IT CAN BE USED EFFECTIVELY

- Categorize ____________________ according to ____________________.
- Compare ____________________ to ____________________.
- Classify ____________________ according to ____________________.

ANALYZING: CLARIFYING INFORMATION BY EXAMINING RELATIONSHIPS

- What are the components, parts, or features of ____________________?
- Outline, web, or diagram ____.
- What patterns or relationships do you see ____________________________?
- What are the main ideas? ____

APPLYING: USING INFORMATION FOR PRACTICAL PURPOSES

- How is ____________________ related to ____________________?
- How is ____________________ an example of ____________________?
- How and why would you use this principle or theory? ____________________

GENERATING: PRODUCING NEW INFORMATION, MEANING, OR IDEAS

- Draw a conclusion about ____.
- Predict ____.
- Explain or elaborate ____.

INTEGRATING: CONNECTING AND COMBINING INFORMATION

- What generalizations can you make? ______________________________
- Summarize ____.
- What are related conclusions you might draw? ______________________

EVALUATING: ASSESSING THE REASONABLENESS AND QUALITY OF IDEAS

- What criteria would you use to make a judgment? ____________________
- Explain why you made the judgment? ______________________________

From Dimensions of Thinking, Marzano

Question Stems: Preparing Students for the End-of-Grade/Competency Tests

The following question stems were prepared by the School Improvement Team in order to help teachers replicate the types of questions students will be asked on the End-of-Grade/Competency Tests. Notice that the question stems, which ask students to read for comprehension and interpretation, are categorized by the four goals of the English Language Arts Curriculum. Use these question stems to write your own questions and thus help students become familiar with the type of questions they will be asked to respond to.

Question Stems: Reading EOG Tests

Goal 1: The learner will use strategies and processes that enhance control of communication skills development.

Before you begin reading, you could use this table of contents to answer. . .?

This passage is from a book entitled ______. What three topics may be covered?

What is the best way to read this genre?

What kind of knowledge would be most helpful in reading this passage?

How does the author try to get the reader's attention in the introduction?

Using context clues, you can determine that ______ means what?

What is the best way to use a glossary?

Please explain the strategy you used to . . . .

Question Stems: Reading EOG Tests

Goal 2: The learner will use language for the acquisition, interpretation, and application of information

According to the author, what. . .?

According to this passage, . . .?

How did . . .?

In paragraph ______, what does _____ mean?

In the article, what are . . .?

In the drawing, what . . .?

The main purpose of the diagram is to show . . . .

What is . . . ?

When did . . .?

Which of the following best describes . . .?

Who among the following was . . .?

Why did . . .?

Which word best describes . . .?

Which lines best express the poet's theme?

Question Stems: Reading EOG Tests

Goal 2: The learner will use language for the acquisition, interpretation, and application of information

Why is important to check. . .?

Which characteristic . . .?

What idea does this story show best?

What shows the reader that . . .?

What was unusual about . . .?

Which prediction is best supported by the information in this article?

Which of the following had the least effect . . .?

Which of the following statements about the author is true?

With which of the following statements would _____ agree with most?

Based on this selection, how could . . .?

If you were to visit the _____, your eyes would most likely be drawn to which of the following?

Question Stems: Reading EOG Tests

Goal 3: The learner will use language for critical analysis and evaluation.

If you were writing about . . ., which of the following details would you be least likely to use?

In evaluating the accuracy of this article, which would be the least important thing to consider?

Please explain the literal meaning of the figure of speech in . . .

The reader can feel confident that this passage contains accurate information about . . . for all the following reasons except which one?

What does the fact . . . tell the reader?

What is the best source finding ways . . .?

What kind of book would have a glossary like . . .?

Where would this type of passage most likely be found?

Which of the following facts, taken from the biographical notes, best illustrates the author's qualifications for writing this article?

Which of the following is not stated directly, but could still be concluded from this passage?

According to this article, what is most likely the biggest problem . . .?

If you wanted additional information about ____, which source would be best?

If you wanted to know more about what happens, which book would most likely be the best choice?

Question Stems: Reading EOG Tests

Goal 3: The learner will use language for critical analysis and evaluation.

The author's purpose in this passage is to convince the reader to do which of the following?

The information in this passage would be least helpful to someone writing a report on which of the following topics?

What does the last paragraph indicate about the author?

What is the main purpose of paragraphs ___ and ___ in this article?

What is the purpose of . . .?

What is the setting for the most important part of this article?

What was the most effective . . .?

All of the following are examples of how the author uses similies in this passage except which one?

In the last paragraph, why does the author once again refer to _____?

How does the author convince you of . . .?

How does the author make his/her argument effective?

How does the author foreshadow the idea that . . .?

How does the author make the ending of the story a surprise?

How does the author make this story interesting?

Question Stems: Reading EOG Tests

Goal 3: The learner will use language for critical analysis and evaluation.

How does the author make this passage easy to read?

In the _____ paragraph, why does the author place the word ______ in quotation marks?

How has the author arranged this information to make it helpful to the reader?

The author uses primarily what literary technique to keep you interested?

This passage would be most useful to someone researching which of the following topics?

What could the author have added to help you understand this passage better?

What could the author have done to make his/her passage even more informative?

Which best describes the way the author organizes the information in this article?

Why does the author include information about . . .?

What is the author's attitude toward ______?

Which best describes the way the author organizes the information in this article?

Why is the word _____ written in capital letters at the beginning of the story?

Why does the author compare a ____ to a ____?

Which conclusion is best supported . . .?

Question Stems: Reading EOG Tests

Goal 4: The learner will use language for aesthetic and personal response.

To understand the student's feelings about _____, which personal experience would help you most?

What experiences would probably help you understand _____ best?

What would you like and dislike about _____ in this story?

Were you surprised or not by the actions of _____ ?

How does the author want you to feel about . . .?

How is ______ both similar to and different from . . .?

The author presents conflicting opinions about _____ and _____.
What do you think the author of the article believes?

Using information from the article, explain why you agree or disagree with the decision.

What does this story tell you about . . .?

Why do you think people cared so intensely whether . . .?

Describe in detail what your own . . . would look like.

Imagine that you are to . . . What will you . . .?

Written Questions in Textbooks

Research (Risner, Micholson, Myhan, 1991) that categorized the levels of questioning in fifth-grade science textbooks analyzed 300 randomly selected items from end-of-chapter tests from three popular textbook companies. The research (which had 96 percent rater reliability) determined the percentage of questions in each of the following categories:

Category	Actual Percentage of Questions
Knowledge	58%
Comprehension	36%
Application	6%
Analysis	0%
Synthesis	0%
Evaluation	0%

Although textbooks are getting better, far too many textbook questions involve literal interpretation of information explicit in the text. Students need more experience with complex questions that ask them to read for application, analysis, synthesis, and evaluation. Once again, use the questions stems in the preceding activity to construct your own questions.

Oral Questions in Classrooms

We need to make sure that students have experience with complex oral questions as well as complex written questions. Students should not encounter predominately one type of question in classroom discussion and yet another kind of question in written assignments.

Research on the number of higher-order questions teachers ask orally, however, indicates the same pattern of emphasis on lower levels of questions.

In interviews with researchers, middle school teachers of English, science, and health defined good questioning techniques as a part of good discussion that is student-centered with the teacher acting as facilitator or devil's advocate.

However, in observations of the same teachers, most of the teachers used almost exclusively carefully-controlled lecture and recitation with teacher question, student response, teacher evaluation (Alvermann, O'Brien, and Dillon, 1990).

What Are Good Oral Questions?

The following characteristics of good oral quesions were generated by teachers:

- The student needs time to pause, ponder, explore, and consider before she/he answers.
- The student cannot answer adequately with one word or one sentence; she or he needs to elaborate or explain.
- The question encourages dialogue and discussion, with different perspectives and supporting reasons for judgment.
- The question often generates other questions.
- The role of the teacher is that of facilitator, not director, of the discussion. Much of the dialogue which is generated by the questions should be from students.

The following are characteristics of good questioning sessions that result in good classroom discussion (Alvermann, Dillon, and O'Brien, [1987] and Green and Bloom [1983]):

- Students present multiple points of view and may change their perspective on a topic after hearing convincing counterarguments.
- Students must interact with each other, and the teacher is largely in the background.
- Students' verbal utterances must be longer than two-or three-word phrases.
- Questions are text-implicit (requiring the reader to infer what the author meant) and experienced-based (where answers are derived from prior knowledge).

Use these characteristics to check the questions which you ask your students. Remember – students should not encounter only one type of question in classroom discussion and another type of question in written assignments.

Open-Ended Questions

Many students are unable to differentiate between the processes called for by different open-ended questions. If we examine what actual thinking and writing processes students to do in order to read for comprehension, we come up with the following list:

Explain
Predict
Compare
Conclude
Describe
Analyze
Evaluate

These words ask students to engage in different thinking processes, yet, many students interpret all of these words to mean the same thing – "tell me about" or "summarize what you know about."

Consider **Evaluate**. In order to evaluate, a student needs to:

- Clarify exactly what is to be evaluated.
- Decide what criteria would be most appropriate for this evaluation.

To understand how crucial establishing criteria is, brainstorm as many varied criteria as you can for one of the following: a good driver or a good husband or wife.

- Next the student will apply the criteria, considering examples or reasons for how and why those criteria apply.
- Establish a final evaluation based on that application.

Consider the verbs at the top of the page, describe and explain what each means, and what you want students to do when they are engaged in that process. If you need assistance, refer to the "Assessment Brief" which follows.

Office of Accountability
North Carolina Department of Public Instruction

ASSESSMENT
BRIEF

Understanding Statewide Testing: Glossary – Test Items

Spring 1995
Vol. 1, no. 6

The purpose of this Assessment Brief is to describe terms used with open-ended tests, multiple choice tests, and writing assessments.

Assessment Formats

Multiple Choice	an assessment format in which the student is asked to choose from a list of possible options the one correct *or* one best response to the given question
Free Response	an assessment format in which the student is asked to create a written response of the one correct answer to the given question; for example, short answer or grid-in
Open-Ended	an assessment format in which the student is asked to create a written response, where the correct response may vary – there is not simply one correct answer *or* there is more than one strategy for arriving at the answer; for example, essay (The score scale of the response depends on the justification, rationale, or explanation that supports the response. A higher score for the question is dependent on answering all parts of the question, rather than only responding to part of the question correctly.)
Performance	an assessment format in which the student is asked to apply knowledge and skills, actively; an assessment task that requires the student to create an answer or product to demonstrate his or her knowledge or skills; for example, debate, science project (A score on the task is dependent on not only the final product, but also the process that is undertaken to produce the product.)

Terms used in Test Items

Directions/Skills

Analyze	to separate into elemental parts or basic principles so as to determine the nature of the whole
Apply	to bring together relevant information from one situation and transfer it to another similar and appropriate situation
Assume	to take upon oneself; to adopt
Affect	to influence the reader or cause a particular response in the reader
Compare	to appraise with respect to similarities and differences with the emphasis on similarities
Contrast	to appraise with respect to differences
Convey	to impart or communicate by statement, suggestion, gesture, or appearance
Convine	to persuade to a viewpoint based upon specific references to the passage

Describe	to respond to a question or statement by representing or giving an account, which is expressed in words, in order to produce a mental image, for the reader, of something observed or experienced by the writer
Elaborate	to add details, explanations, examples, or other relevant information to improve understanding
Evaluate	to assess or judge the reasonableness and quality of ideas or concepts
Explain	to respond to questions; to give one's viewpoint; to defend that viewpoint through a logical progression of ideas that includes citing appropriate, specific examples
Imagine/Pretend	to form a notion or idea about something
Impression	a telling image or feeling produced on the senses or the mind
Infer	to go beyond the available information to identify, describe, or discuss what may reasonably be true
Justify	to defend a response using specific examples and references
Predict	to estimate future behavior or events based upon present and past information, i.e., likely happen, probably happen
React	to give a response
Reference	to cite specific information from a passage to support a view point
Represent/show/ model	to symbolize or change the form, but not the substance, of the information
Summarize	to combine information efficiently and succinctly into a cohesive statement (involves condensing information, selecting what is important and discarding what is not)

Evaluation Terms

About/Approximately	almost the same as, close to, but not equal to, i.e., used in estimation items in mathematics
Best	an evaluative term meaning exceeding all others in terms of quality and correctness
Except	with the exclusion of; but; to leave out; exclude
Least	an evaluative term meaning lowest in rank or importance; meaning smallest in degree or magnitude
Mainly	an evaluate term meaning greatest in number, quantity, size, or degree; in the highest degree, quantity, or extent
Most	an evaluative term meaning the principal or most important part or point

Other Terms

Details	individual parts of a whole; details add substance to a response
Evidence	information and details presented in a given passage
Example	an instance that serves to illustrate; a part of something taken to show the characteristics of the whole
Fact	that which can be observed or verified; objective
Feature	a characteristic of a passage
Illustration	a picture or drawing
Opinion	a belief or idea held with confidence but not substantiated with direct proof or knowledge
Passage	a piece of material, such as a story, porm, recipe, graph, cartoon, blurb, excerpt

In the Classroom: Putting It All Together

The following vignettes come from the ***National Standards for the English Language Arts***.

Read the vignettes individually and then think about the following questions:

- How did the teacher scaffold the reading activities for the students?
- What was particularly creative or effective in the teacher's approach to reading instruction?
- How would you extend or improve the activities in the vignette?

Elementary Vignette

Twenty-six first graders in an urban Philadelphia school crowd around their teacher as she pulls a new picture book out of her tote bag. She places the book on her lap, quietly signaling the students to find a place to sit on the rug and get ready to share a very special story.

Once the children settle down, the teacher holds up *Snowballs*, by Lois Ehlert, and she and the children laugh and talk about the picture on the cover, which shows a snowman with a bird on his head. Before opening the book, the teacher asks the students if anyone can read the title. Lauren replies by sounding out /sn/ and then saying, "snowman." The teacher tells Lauren that she used some good strategies to read the title; she used her knowledge of the sounds of the begining letters along with the clues from the picture on the cover. Then the teacher covers the word *snow* and asks Lauren to look carefully at the word *balls*. Lauren sounds out /b/ and scans to the end of the word before saying, "Snowball. Oh, it says snowballs." The teacher reminds Lauren to be sure to look at the middle and end of a word, as well as the beginning, to gather clues to what the word says and means.

Ravi joins the discussion and says he figured out the title by looking at the two words: *snow* and *balls*. The teacher tells the class that Ravi has just given them yet another way to recognize a word. She then quickly reviews the three word-recognition strategies Lauren and Ravi used to figure out the title of the book: looking at and sounding out the letters at the beginning, middle, and end of a word; looking at the picture; and looking for known words within a larger, unfamiliar word. She tells them that after story time, she will add these strategies to their class chart titled "Strategies We Use to Understand What We Read." She also makes a mental note to introduce compound words to the class at another time, using Ravi's example to demonstrate how compound words are formed and how that knowledge can be used to decode words.

After this brief discussion about the title, the teacher asks the students if they have any idea how snowballs might be important to the story, and if they can predict what will happen in the story. Alex suggests that the characters will make a snowman or a snow fort and that it will melt. The students then listen intently as the teacher reads the first few pages of the story. The teacher pauses briefly to discuss the prediction Alex made and to see if he wants to revise his prediction. She then continues reading the story of a child who spends a glorious snowball day creating a snow family, including a snow cat and dog. Unfortunately, when the sun comes out, the child has to watch each member of the snow family slowly melt away. This story, of course, elicits more talk among the teacher and students about their own wonderful "snowball days."

Middle School Vignette

A group of sixth-grade students is reading and studying science texts, such as primary sources, magazine articles, textbooks, and essays on scientific and environmental topics. As part of a thematic exploration of large mammals, the students read a number of magazine articles on endangered animals and work in small groups to practice using study strategies such as underlining, annotating, and summarizing information through visual diagrams. Their teacher models study strategies in explicit class demonstrations.

One day, before reading an article on grizzly bears, the students talk about specific ways of learning and remembering important ideas and information encountered during reading. The teacher models strategies she uses as she reads, such as underlining and note taking, "thinking aloud" for the class as she sifts through information to highlight and organize important points. She shows students a way in which to transform key ideas and details that support them into a visual diagram that helps show the relationships among key concepts. (See Figure 2.)

The students gather in small groups to read a series of articles about large animals. Working together, they decide which points are important enough to underline or annotate. Each group then organizes the information it has found, using the type of visual model demonstrated by the teacher the day before. Each group displays its diagram to the class as an overhead transparency, explaining the process they used to produce the diagram. The next day, the students write summaries of the articles they have read and work together to prepare for an oral presentation to their class, using their notes and diagrams to help them plan.

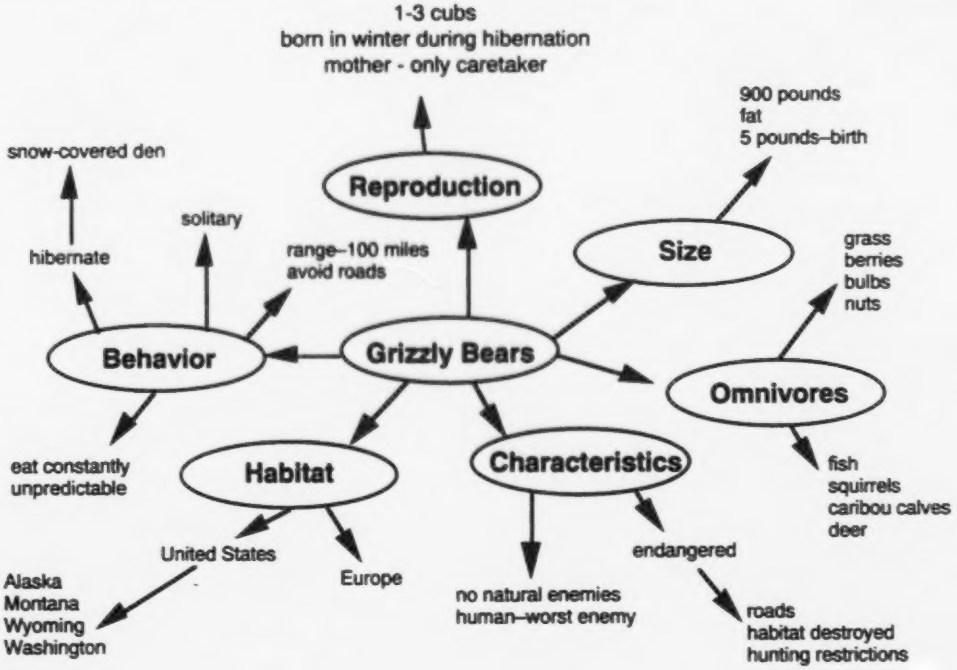

1-3 cubs
born in winter during hibernation
mother - only caretaker
Reproduction
900 pounds
fat
5 pounds–birth
snow-covered den
solitary
hibernate
range–100 miles
avoid roads
Size
grass
berries
bulbs
nuts
Behavior
Grizzly Bears
Omnivores
eat constantly
unpredictable
Habitat
Characteristics
fish
squirrels
caribou calves
deer
United States
Europe
endangered
Alaska
Montana
Wyoming
Washington
no natural enemies
human–worst enemy
roads
habitat destroyed
hunting restrictions

Figure 2

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High School Vignette

Students in one high school literature class have recently finished reading Chinua Achebe's *Things Fall Apart* and Alan Paton's *Cry, the Beloved Country*. For most of the students, these two books have been their first experience with African literature (Achebe's novel is set in colonial Nigeria, Paton's in South Africa), and they have become deeply interested in the history of Africa, its colonization by European nations, and the politics of racial apartheid in South Africa. Their engagement with powerful drama of the two novels has led them to do further background reading on the history of Africa and its relationship to European colonialism. One group of students, in particular, has begun to notice the ways in which literary texts can offer a different view of events from what is commonly presented in historical reference works.

Many of the students have also become interested in reflecting on the parallels and differences between racial relations in Africa and their own experiences in the United States. Drawing on the personal impact of racist policies on characters in the two novels, students have opened up many conversations about the experience of racial identity and difference as it has shaped their own lives. To address the many questions they have raised, several students in the class have decided to put together a multimedia presentation for their classmates. They want to show how the novels have affected them, give their peers some background on Nigerian and South African history and culture, and dramatize their powerful emotional responses to the books and the issures raised by them.

These students are fortunate to have at their disposal a variety of media and technological resources, including CD-ROM materials on Nigerian and South African geography, history, and culture; several computer workstations; a video camera; and multimedia presentation software that will allow them to prepare their presentation for the class. Together they decide what each of their roles will be in producing their presentation. One team within the group decides to focus on dance, and they videotape one of their classmates, a dancer, performing an interpretive ballet based on Nigerian music. Another team creates maps of Nigeria and South Africa, using hyper-text "hot-buttons" to incorporate historical text into their visual maps. As a group, the students listen to recordings of some of the many different types of African music, selecting and editing pieces that will enhance their visual and textual materials. Two of the students work together to write the script that will tie the presentation together, and they record a soundtrack that will serve as a voice-over for the entire presentation. After two weeks of work, the presentation is assembled and shown to the whole class. The group that has made the presentation leads a discussion afterward, responding to many of their classmates' questions about African countries and their literature. At the end of class, they distribute an annotated bibliography of literary and historical works on modern Africa.

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Best Practices: Instructional Activities for Improved Reading

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Share your interests, strategies, and reading choices with your students.

Clip and bring in articles and reviews from magazines and newspapers or books you are reading or plan to read. Allow students to see your enthusiasm; explain your interest.

In **Reading Reconsidered**, Denny Wolf suggests that, as teachers, we should show students how a reader struggles to make sense of text. More often than not, she argues, we "simply assign the pages to be read." Instead she suggests that we "talk aloud" as we read a difficult piece. The following dialogue shows a teacher's talking aloud as she reads the opening paragraphs of Stephen Crane's short story, "An Episode of War."

"An Episode of War"

The Lieutenant's rubber blanket lay on the ground, and upon it he had poured the company's supply of coffee. Corporals and other representatives of the grimy and hot-throated men who lined the breastwork have come for each squad's portion.

The Lieutenant was frowning and serious at this task of division. His lips pursed as he drew with his sword various crevices in the heap, until brown squares of coffee, astoundingly equal in size, appeared on the blanket. He was on the verge of a great triumph in mathematics, and the corporals were thronging forward, each to reap a little square, when suddenly the lieutenant cried out and looked quickly at a man near him as if he suspected it was a case of personal assault. The others cried out also when they saw blood upon the lieutenant's sleeve.

He had winced like a man stung, swayed dangerously, and then straightened. The sound of his hoarse breathing was plainly audible. He looked sadly, mystically, over the breastwork at the green face of a wood, where now were many little puffs of white smoke. During this moment the men about him gazed statue-like and silent, astonished and awed at this catastrophe which happened when catastrophes were not expected—when they had leisure to observe it.

Teacher's Comments as She Reads Aloud

Coffee seems like a funny way to start a war story. Rubber blanket...makes me think it was going to talk about sleeping and then it's the mundane task of dividing the coffee. Why is this so important that the squares be equal, this great triumph in mathematics?...I am completely confused by the rest of the paragraph...the lieutenant cries out and speaks of personal assault but I have no idea why...why am I deliberately not told what caused this? Finally it comes here...blood on the sleeve, but I still don't know the cause. Now a little more about what happened...he acted "like a man stung"....looks "sadly" at the woods...Why sadly? Here, finally, we are told about the little puffs of white smoke...I have to stop and go back and make a long inferring process about what happened to him...that he was shot from a great distance during a time of no combat...why are we told this so indirectly, why not just *say* he was shot by a random bullet from the woods?

As often as possible, at least several times a week, read aloud to students to model good reading and expand their reading experiences.

An analysis of research indicates that in "controlled studies, it has been shown that children who are read to regularly for several months make superior gains in reading comprehension and vocabulary, and short-term studies show significant increases in vocabulary knowledge after just a few hearings of stories containing unfamiliar words" (Krashen, 1993, pp. 39-40).

Reading aloud to students is not just entertainment nor something that should end after elementary school. Instead, high school and college students also benefit from hearing text read aloud. A study that looked at "basic" university students—intelligent but academically unprepared for college—found that being read to for one hour per week for 13 weeks with a discussion following the reading aloud of authors such as Poe, Thurber, and Twain led to the following results:

- Students checked out more books and books of higher quality.
- Students performed at higher levels on the final essay of the course (Krashen, 1993).

Students need to hear syntactically mature language in order to internalize patterns; they also increase vocabulary and become familiar with formats and ideas that they could not read for themselves but which they can understand if they are read to. Reading aloud will also bring the following benefits:

- Students hear complex language and quality writing—both literature and writing in the content areas.

- Students get to see and understand how experienced readers enjoy and value text.

- Students will have opportunity to ask questions and engage in dialogue about the text.

Make sure your curriculum focuses upon and includes adequate time for reading aloud to students!

Make sure that students read multiple kinds of text for different purposes, including entertainment. Students should be able to choose their own texts at least some of the time.

Students need to read widely and deeply in order to read well. In addition, they need to think of themselves as readers who appreciate and enjoy text. Remember Mark Twain's adage, "The man who does not read is no better off than the man who cannot read." We must at all costs avoid producing students who can read, but prefer not to.

Explicitly teach skills and strategies when students show that they need them.

Students need to understand what reading strategies they can use before, during, and after reading. These strategies may be taught in whole-group, small-group, or one-on-one instruction. In addition, you may teach these strategies in direct instruction, inductive lessons where students reason out what problems they are having in reading and what strategies they are using or could use, and incidental lessons in which the teacher mentions or models a reading strategy during a "teachable moment."

Explicitly teach strategies for prereading, engagement in reading, and reflection.

The exercises in this book, which are constructed around actual pieces of text, give good examples of what strategies you may teach and how you may teach those strategies to your students.

Provide multiple opportunities for students to write about and to talk to one another and to you about what they have just read.

Dialogue is extremely important to comprehension. The cognitive psychologist Lev Vygotsky theorized that children must talk out ideas in order to conceptualize them. That means that when we as teachers suppress dialogue we are not just suppressing the expression of ideas, we are suppressing the formulation of ideas. If our definition of reading involves complex comprehension, interpretation, and response/reflection then we must foster probing and literate dialogue.

Help students to understand their strengths in reading and build upon them in a reflective way.

One way to do this is to ask students to keep a journal or log in which they record their responses to what they are reading as well as any questions they have or any strategies they are using.

Help students to focus on reasoning out answers to questions rather than just giving correct answers.

Students often focus on the "correct" answer rather than why the answer is correct. Be sure to give students ample opportunity to hear other students reason out answers and to explore their own reasoning. Be especially careful about using testlets; when using testlets, make sure students have a chance to discuss and reason out answers.

Provide a print-rich environment with multiple kinds of text (paperbacks, magazines, newspapers, fiction and non-fiction) both in the classroom and in the media center.

Access to print has a profound impact on how much students read. Students read more in schools where the media center is well-supplied and where access to the media center is not restricted (Krashen, 1993). In addition, students in classrooms need resources that are varied—both in topics and levels of difficulty. Science publications, for example, can range from the easy to read *Ricky Ranger* to the more difficult *Discovery* to the complex *Scientific American.* The science classrooms where these resources are readily available will probably have more students involved in deeper, more meaningful reading.

Make sure that students read extensively—in class and out of class. Make sure that they read in different ways—shared reading, silent reading, guided reading, etc.

Shared reading, where the teacher, a taped or recorded speaker, or a student can read aloud while other students follow along with the text, allows:

- students to enjoy and appreciate text that they may not be able to read independently.
- students to hear the syntax and language of a good reader (very important for reluctant readers as well as English as a Second Language students).
- shared literary or informational experiences the whole class can build upon later.

Silent reading, where students read independently, can allow:

- student choice in genres and topics (very important for building ownership).
- opportunity for students to practice and improve reading strategies.
- opportunity for the teacher and the student to understand and hone comprehension strategies.
- students to read at their own pace, at their own level, pursuing interests and topics that are genuinely important to them.

Guided reading, where the teacher scaffolds prereading, engagement, and reflection activities and guides students into text, allows:

- students' attention to be focused on important aspects of text —organizational patterns, literary devices, characteristics of genres, strategies used by writers.
- small-group, whole-group, or one-on-one instruction—depending of the needs of the students and the goals of the teacher.

Listen to students read aloud and think their way through text as diagnosis.

Effective readers use three cueing systems and Pragmatics to employ a variety of strategies in comprehending text. In using these cueing systems, readers essentially ask themselves four questions:

• Does it sound like language?	(Syntax or Structure)
• Does it sound or look right?	(Graphophonics or Letter/Sound patterns)
• Does it make sense?	(Semantics or Knowledge and Experience)
• Is it appropriate for this purpose, audience, and situation?	(Pragmatics or Context)

In listening to students read aloud and think their way through text you may:

- ask the student to choose from several appropriate selections a piece of text which he has not already read and Read Aloud, doing what he would normally do if he came to something he did not know.

- ask the student to Retell what he has just read as if he were explaining it to another student who has not read the selection. Be sure to give complete directions regarding the Read Aloud and Retell before the student begins.

The teacher can diagnose the student's use of the cueing systems in the following ways:

"Does it sound like language?"

In the Read Aloud, the reading should sound like English. Even when the reader makes substitutions, he should:

- keep the function of the word, for example substituting a verb for a verb.

- keep the same word ending, for example substituting similar plurals and tenses.

- keep the word order of sentences the same.

An ESL reader who has not yet developed a sense of the sound and structure of English may read this sentence, "But nobody bought any caps that morning" as "But nobody birthday and they the morning."

On the other hand, Lewis Caroll's poem "Jabberwocky" uses nonsense words so that they sound like language:

> " 'Twas brilling and the slithy toves
> Did gyre and gymbol in the wabe."

"Does it sound and/or look right?"

As the student reads aloud, the teacher determines how closely the substitutions look like and/or sound like the original text. For example, a student may read this sentence, "But nobody bought any caps that morning" as "But nobody purchased any caps that day."

The graphic similarity between "bought" and "purchased" is quite low as is the similarity between "morning" and "day."

However, the reader has made meaning from the text, meaning that it is at least relatively similar to the author's meaning. Effective readers make substitutions that allow them to read on or they quickly self-correct.

Other readers often pay too much attention to the relationship between sounds and letters. These readers may be very slow and deliberate in their reading aloud, with their focus on looking at and sounding out words, rather than making sense of the text.

"Does it make sense?"

The teacher can listen during the Read Aloud to determine if the sentences make sense. For example, a student may read the line "The cowboy jumped on his horse and rode away," as "The cowboy jumped on his hose and rode away."

The sentence sounds like language; the graphic similarity between "horse" and "hose" is high. However, the substitution makes no sense.

The Retell, however, is the most accurate check to see if the reader were making sense of the entire text as he was going along. Many students read aloud well but can retell little of what they have read with clarity, precision, and accuracy. Reading strategies will probably be most effective with these students. They are readers, just not strategic readers. Their reading comprehension can be increased in the context of their regular instruction. Students who need help with the questions "Does it sound like language?" and "Does it look or sound right?" are probably emergent readers who may need intensive intervention, directed by a teacher who has a thorough understanding of reading intervention.

Choosing Text for Students

Use the following chart from Cambourne's *Frameworks: Theory into Practice* (1993) to help assess text difficulty for reading assignments.

Determining Text Difficulty

Content

What are the number and difficulty of new concepts?
Is the idea density too great?
Would a reader's guide help?

Text Structure

Are my students familiar with this type of text?
Is the language familiar or natural?
How predictable will they find this test?

Text Length

Is this selection too long or too short for my students?
Should it be broken up or supplemented with trade books and/or notes?

Text Support and Layout

Is the illustration clear and supportive?
Are there too many words on the page?

Language

Is the language too challenging?
Is the selection syntactically difficult?

Vocabulary

Are there sufficient contextual clues for difficult words?
Are the challenging words interesting?
Is there a reasonable number of familiar words?

Working with Limited English Proficient Students: Strategies for Regular Classroom Teachers

North Carolina has seen a dramatic increase in the number of limited-English- proficient students in our classrooms during recent years. These students can do much to enrich the classroom experience for other students, helping them to learn about different cultures and begin to see the world from another perspective. For many students, the opportunity to interact with peers from other places will be one of the most memorable experiences of that school year. Such interest may result in their learning more about the world and its people or, perhaps, learning another language. Certainly, the limited English proficient student's country of origin will never again be just another place on a map or globe for all those whose lives he or she has touched.

Although limited-English-proficient students typically have specially-designed language classes to address their English proficiency needs, the remainder of the day is usually spent in a regular classroom setting. For the teacher who is already dealing with a variety of challenging situations, the arrival of a limited- English-proficient student may, at first, be perceived as a difficulty. This is especially true if the teacher has not had any training in English as a second language (ESL) teaching strategies, or prior experience working with these students. Later on, many regular classroom teachers report their efforts to help English language learners to be one of the most rewarding of their professional lives. They know they have made a significant contribution to a student's life. In addition to the professional satisfaction which working with learners of English provides, acquiring ESL teaching strategies can enhance a teacher's repertoire and often can be used with students who are not limited-English-proficient.

Stages of Language Acquisition:

The four stages of language acquisition prior to achieving fluency are: *pre-production, early production*, *speech emergence*, and *intermediate fluency*. Before beginning instruction, it is important for the teacher to determine the state of language acquisition of the limited-English-proficient student. It is not unusual for students to be in different proficiency levels in listening, speaking, reading, and writing.

Pre-production is marked by the learner's engagement in active listening and observing language use by speakers. It is easy to compare this stage with the natural listening phase of an infant. We understand that the infant is trying to make sense of what transpires around him or her, and we make few demands on the infant to produce language. Our behavior with this learner is characterized by patience, encouragement, and an acceptance of the learner's need for time to acquire the language. The newly-arrived student is usually coping with a host of adjustments: the leaving behind of close friends and family; different housing, food, climate, and customs; and a drastically-altered role in society. When this new student is also at the beginning or pre-production stage of English language proficiency, becoming comfortable with the new environment is all the more difficult.

Early production is characterized by the learners' use of single words and short phrases. Students' understanding is limited, with responses mainly consisting of "yes," "no," and other one-word answers. Comprehension is limited.

Speech emergence is shown when the student uses longer phrases and sentences. Meaning is conveyed but the language still lacks fluency. Students may be able to participate in dialogues and extended narratives.

Intermediate fluency is shown when language is approaching age-appropriate levels of language but progress still needs to be made in some areas. Students can use longer sentences and can write paragraphs, narratives and participate in creative writing activities.

For more information on these stages, the teacher may refer to the *English as a Second Language Resource Guide*, (1995).

Implications for instruction:

Barbara S. Rosen in her article "Instruction of Language Minority Students" cites the following guidelines to help teachers:

- ***Use techniques to relax students***. Students will not learn if they are afraid or anxious.
- ***Be patient during the silent period***. This initial phase of language learning can last from one hour to six months. Students should be exposed to language during this time in which they are listening and perhaps responding with gestures.
- ***Maximize the student's exposure to natural communication***. The student is trying to derive meaning and is not concerned about linguistic form. Encourage situations where the students can interact with speakers of the target language.
- ***Use concrete referents***. Make language meaningful by using activities that can be seen, heard, felt, or smelled.
- ***Learn what motivates these students***. Incorporate those areas into the lessons.
- ***Certain language structures tend to be learned before others***.
  Language acquisition follows developmental stages. For example learners make simple one-word responses first. More complicated responses, such as responses using contractions, will come later.

- ***Create a positive climate where students are not embarrassed by errors.*** Expect that the student will make errors. Instead of focusing on those errors, the teacher should respond to the content of the student's speech and then model the correct response.

Faye Schmelig and Mary Lou McCloskey suggest that teachers use the following criteria to help select and adapt content area materials for use with limited-English-proficient students:

Material should be:

- Clear, simply written.
- Manageable in length.
- Illustrated with many pictures which are closely related to the text.
- Illustrated with charts and graphs.
- Coupled with hands-on activities.
- Multicultural in terms of illustrations, selection of content, and background information.

Strategies for use:

- Adapt and simplify materials without watering down the content.
- Simplify the vocabulary but retain the technical or concept terms.
- Eliminate unnecessary details.
- Use a highlighter to emphasize main points and what students need to learn.
- Use charts, graphs, maps, timelines, pictures, photos, drawings, and other representations.
- Place important pieces of information first, with supporting details following, or try a "T" outline, with main points on the left and supporting details on the right.
- Place the topic sentence first.
- Present concrete material first, then the abstract.
- Use simple verb tenses ("he went") instead of perfect tenses ("he has gone").
- Use the active voice instead of the passive voice.
- Use "no" to negate instead of using words such as "hardly," "seldom," or "no longer."
- Teach students strategies for finding the essence of the text.
- Supplement with, or substitute, more accessible materials.

Summary:

Perhaps the most important aspect to keep in mind is that learning a new language takes time. While students will make dramatic progress, becoming a confident listener, speaker, reader, and writer of English may take three to five years. Mastery of language in technical areas and confident use of a variety of genres may take as much as seven years. We have only to look at the length of time American students take to master their first language to appreciate the efforts and accomplishments of our new learners of English.

For More Information:

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Serving Limited-English-Proficient Students, six one-hour video tapes produced by NCDPI, aired over the TI-IN network, April 1996, taped by many school systems.

Program #1: Program Planning
Program #2: Identification, Assessment and Placement,
Program #3: Legal Issues and Regulations,
Program #4: Instructional Strategies for the Elementary School
Program #5: Instructional Strategies for the Middle School
Program #6: Instructional Strategies for the High School

Other Resources:

Desegregation Assistance Center
Kendall One Plaza - Suite 304
8603 South Dixie Highway
Miami, FL 33143
(305) 669-9809
Contact: Tery Medina

Evaluation Assistance Center- East (EAC)
1730 North Lynn Street #401
Arlington, VA 22209
(703) 528-3588

National Clearinghouse for Bilingual Education
The George Washington University
1118 22nd Street NW
Washington, DC 20037
(800) 531-9347
e-mail: askncbe@ncbe.gwu.edu
http: www.ncbe.gwu.edu

North Carolina Department of Public Instruction:
Jane Cowan, ESL Consultant, (919) 715-1796
Jerry Toussaint, ESL Consultant, (919) 715-1803

Office of Bilingual Education and Minority Language Affairs (OBEMLA)
Switzer Building - Room 5086
220 C Street, SW
Washington, DC 20202
(202) 205-9803

Students With Special Needs: Instructional Methods Teachers Can Use

Setting Expectancies

reinforcement
success success success

"failure" mentality
extensive energy directed to avoidance of academic and social school behavior

providing instructional feedback
functional feedback techniques – providing rules, providing immediate feedback, providing for correction of response

preserve the child's self-image – providing
(1) the correct (or best) response,
(2) a rule for the correct (best) response, and
(3) a model for getting the correct (best) answer.

Assisting the Child to Organize Information

Learning strategies -
mnemonic devices, clustering material (spatially, temporarily, perceptually, categorically), stimulus selection, relevance, mental imagery, and distinctiveness.

Furnishing practice -
drill and practice combined with cognitive techniques and used appropriately. Retention is aided by prompts and cues, spaced reviews and over learning. Generalization is achieved through mastery (65% - 80%), relevant use of content/concept over time and varied instructional techniques, materials, and expected responses.

Good Strategy Teachers	Not So Good Strategy Teachers
make sure that strategy instruction is well planned and continuous	provide fragmented, "hit or miss" strategy instruction
overtly "model" covert self-regulation thoughts;	tend to be unaware of own mental processes
for example: [*"In* class today...we're going to do 3 things. The first thing we're going to do is...The second thing we're going to do is...and the third thing we're going to do is..."]	
identify and teach strategy prerequisites before teaching strategy;	
for example: ["Before we open our books to learn how to preview text structures, let's make sure we all remember the 3 most common structures found in history books. If you think you might forget these structures later, what should you do now?"]	tend to ignore prerequisites or teach them and the strategy at the same time
focus strategy instruction on what we are doing and why	focus strategy instruction on memorization of strategy steps
for example: ["Remember, we're looking for text structures so we can improve our chances of remembering the important ideas here and therefore do better on the chapter test next week. Look back on the 6 pages read yesterday. What did you decide were the common structures?"]	
work hard to get students to self-regulate, set their own goals, and self-reinforce	
know that strategy learning takes time and effort	set goals for students/exaggerate praise/ use extrinsic reinforcers
for example: ["It may be several weeks before you'll be able to recognize the structures in your textbook. Give yourself time. It takes practice."]	expect students to benefit immediately

***Adapted from:* Ellis, Deshler, Lenz, Schumaker & Clark, 1991**

A Shift in the Way to Teach Low Readers in the Content Classroom

	Old Way	*New Way*
Before Reading	Teacher provides a brief discussion on the new chapter.	Teachers regard this as a critical phase of instruction (e.g., pre-reading activities may take place in the resource room prior to the introduction of the chapter in the content classroom).
During Reading	Teacher assigns pages to read and end of the lesson questions to write for homework, and asks students to be prepared to discuss text.	Teacher assigns part of reading and writing in class so that guided reading and other strategies can be practiced; connections to material are frequently made explicit.
	Teacher lectures, discusses, and asks questions.	
After Reading	Teacher assigns written tests.	Students collaborate and study with one another to prepare for test.

Metacognitive Strategies

Read aloud: First model for your students the kind of reflective, close reading you want them to do. Then divide students into groups of three. Student A reads aloud, thinking through her/his thoughts; students B and C add comments or questions. You then read and think your way through the passage so that students can contrast your reading with the group reading. Student B then continues reading, using the same process. After two or three rounds, you may discontinue your reading and thinking aloud, allowing students to take responsibility for their understanding.

Ask student to keep a Reading Log for out-of-class reading assignments.

Paraphrase Important Points	Questions or Problems	Page Number

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Give students a typical assignment or problem and ask them to articulate a series of strategies for solving the problem, with reasons for their choices. Emphasize that they are not supposed to solve the problem, just produce strategies for solving it.

Ask students to assess themselves, establish goals for improvement and a record of progress, note strengths and weaknesses in their performances, and give accurate insights into the logic of their thinking.

Ask students to generate a list of questions with either reasons or criteria for why they are insightful, good questions.

Ask students to analyze any assignment by completing the following:

Repeat the assignment in your own words; translate the assignment into your own ideas.

State the main problem as a question that is not ambiguous.

State the purpose of the assignment.

Ask students to be able to identify at any time "the question at issue" or "the major point we are discussing." At any time a student may ask the question and not have to answer it; a failure to ask the question indicates that the student is aware of the major point or question and should be able to give a coherent answer to the question.

Routinely ask students to paraphrase, comment upon, question, or elaborate upon other student's comments and answers. The purpose of this tactic is to encourage inner dialogue with one's self.

There is usually a discrepancy between the logic of the content and the logic of the student's present thinking. Questions such as the following may help you (and them) to identify those discrepancies:

What assumptions does this idea rest upon?
What is the point of view of the author?
What are the implications of this idea?
What is the purpose of the author?
What is the question at issue or the main idea?
What conclusions are being drawn?
What evidence is being used to support those conclusions?
What are the major definitions or concepts being used?
Can you paraphrase those definitions or concepts?

from Dr. Richard Paul
Professor of Critical Thinking at Sonoma State University and
Director of the National Center for Critical Thinking

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